DOCUMENT RESUME

ED 358 656 EC 302 220

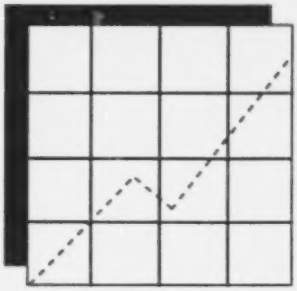
AUTHOR	Thurlow, Martha L.; And Others
TITLE	Testing Accommodations for Students with Disabilities: A Review of the Literature. Synthesis Report 4.
INSTITUTION	Minnesota Univ., Minneapolis. Coll. of Education.; National Center on Educational Outcomes, Minneapolis, MN.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	Mar 93
CONTRACT	H159C00004
NOTE	67p.; Prepared in collaboration with St. Cloud State University and the National Association of State Directors of Special Education.
AVAILABLE FROM	National Center on Educational Outcomes, University of Minnesota, 350 Elliot Hall, 75 East River Rd., Minneapolis, MN 55455 ($10).
PUB TYPE	Information Analyses (070)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Certification; *Disabilities; *Educational Policy; Elementary School Students; Elementary Secondary Education; Evaluation Methods; *Legal Responsibility; Minimum Competency Testing; Outcomes of Education; Secondary School Students; *State Standards; Student Evaluation; *Testing; *Testing Problems
IDENTIFIERS	Test Adaptations; *Testing Accommodations (Disabilities); Testing Conditions

ABSTRACT

This report reviews literature pertaining to testing accommodations for students with disabilities. It draws on such information as empirical studies conducted by the Educational Testing Service and the American College Testing Program as well as policies for state assessment programs. The report addresses policy and legal considerations, technical concerns, minimum competency and certification/licensure testing efforts, existing standards, and accommodations allowed in state assessment systems. A concluding section summarizes various concerns, among them that there has been relatively little empirical research on testing accommodations for students with disabilities and that there currently exists little consistency in assessment policy. Appendixes contain guidelines on inclusion/exclusion criteria from 29 individual states and guidelines on testing accommodations from 21 states. (Contains 49 references.) (Author/JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Synthesis Report 4



Testing Accommodations for Students with Disabilities: A Review of the Literature

Prepared by:
Martha L. Thurlow, James E. Ysseldyke, and Beth Silverstein

National Center on Educational Outcomes

The College of Education
UNIVERSITY OF MINNESOTA

March, 1993

The National Center on Educational Outcomes (NCEO) was established in October, 1990, to work with state departments of education, national policy-making groups, and others to facilitate and enrich the development and use of indicators of educational outcomes for students with disabilities. It is believed that responsible use of such indicators will enable students with disabilities to achieve better results from their educational experiences. The Center represents a collaborative effort of the University of Minnesota, the National Association of State Directors of Special Education, and St. Cloud State University.

The Center is supported through a Cooperative Agreement (H159C00004) with the U.S. Department of Education, Office of Special Education Programs. Opinions or points of view do not necessarily represent those of the U.S. Department of Education or Offices within it.

NCEO Core Staff:

Robert H. Bruininks
Cheri J. Gilman
Kevin S. McGrew
Dorene L. Scott
James G. Shriner
Gail Spande
Martha L. Thurlow, Assistant Director
James E. Ysseldyke, Director

Additional copies of this report can be obtained for $10.00 from:

NCEO
Publications Office
350 Elliott Hall
75 East River Road
University of Minnesota
Minneapolis, MN 55455

BEST COPY AVAILABLE

Table of Contents

Policy and Legal Considerations 3
Technical Concerns 5
- Reliability. 7
- Factor structure. 9
- Differential item functioning. 9
- Prediction of performance. 9
- Admissions decisions. 9
- Test content. 9
- Testing accommodations. 10
- Test timing. 10
- Recommendations. 10

Minimum Competency and Certification/Licensure Testing Efforts 11
Existing Standards 15
Accommodations Allowed in State Assessment Systems 15
Conclusions 19
References 21

Abstract

With national goals set for **all** American students as well as federal legislation barring job discrimination against individuals with disabilities, concerns have mounted about how to accurately assess persons with disabilities. Accommodating these individuals in the assessment process has necessitated that tests and testing procedures be modified. Along with these modifications come many complicated issues. This report is a review of literature pertaining to testing accommodations for people with disabilities. It draws on a wide range of information, from empirical studies conducted by the Educational Testing Service (ETS) and by the American College Testing (ACT) Program, to policies for state assessment programs. Addressed in this report are policy and legal considerations, technical concerns, minimum competency and certification/licensure testing efforts, existing standards and accommodations allowed in state assessment systems.

Testing Accommodations for Students with Disabilities: A Review of the Literature

Testing is a part of America, particularly American education. Congressional research groups have prepared entire documents on educational testing (Office of Technology Assessment, 1992). Major research centers, such as CRESST (National Center for Research on Evaluation, Standards, and Student Testing), address a myriad of issues related to the assessment of students. We have a national center in Washington DC (the National Center for Education Statistics, NCES) that is in charge of documenting the achievement of students in our nation, largely through testing.

Within the past decade, student assessment activities have mushroomed. Our nation has set national educational goals and decided how progress on these goals is to be measured. The goals are projected as goals for all American students, but the data collection systems that are being used to monitor progress on the goals do not include all students in today's schools (McGrew, Thurlow, Shriner, & Spiegel, 1992). The inclusion of students with disabilities in testing has become an issue in part because of the six national education goals.

In the past, the issues of including students with disabilities in testing and acceptable testing accommodations arose in other contexts. When students with disabilities began to apply to enter postsecondary training institutions, it was necessary to consider whether and how entrance tests could be modified. Similarly, when states started to require that students pass minimum competency tests in order to earn high school diplomas, it was necessary to consider whether and how these tests could be modified. More recently, the issues have arisen in relation to certification and licensure assessments, and other kinds of job application screening tests. There exist several relevant sources of information about testing accommodations for individuals with disabilities. One set of information is empirical studies on the effects of various accommodations. Another source is a set of policies that states have adopted for their own assessment programs. These sets of information can provide a foundation for us as we now consider how to include all students in national, state, and local assessments.

The terms "accommodation," "modification," and "adaptation" are sometimes used interchangeably and sometimes used to convey different meanings. Dictionary definitions do not provide any clear distinctions among the three terms. For example, the American Heritage Dictionary of the English Language defines "accommodation" as "the act or state of accommodating or being accommodated; adaptation." Although it does not define the term "modification," it defines "modify" as "to change; alter." It defines "adaptation" as "1. the act or process of adapting, 2. adjustments or change."

In much of the assessment literature, testing modifications are associated with changes made to the test format itself. Examples include Braille, audiocassette, and large-print test versions for students with visual impairments. The use of a reader and large-type answer sheets are other examples of modifications. Testing accommodations generally are associated with changes in the testing environment. Examples of these include taking the test in a different setting and under flexible time arrangements, such as allowing a student either unlimited time to take the test or the option to take the test during several sessions to alleviate fatigue. Because there appears to be no formal consensus on the use of the terms "accommodation," "modification," and "adaptation," they are used interchangeably in the remainder of this paper. Table 1 is a listing of some of the more common testing accommodations, modifications, and adaptations.

Table 1

Common Testing Accommodations, Modifications, and Adaptations

Presentation Format	Response Format
Braille editions of test Use of magnifying equipment Large-print education of test Oral reading of directions Signing of directions Interpretation of directions	Mark response in test book Use template for responding Point to response Give response orally Give response in sign language Use typewriter for responding Use computer for responding Receive assistance and interpretation with responses
Setting of Test	**Timing of Test**
Alone, in test carrel With small groups At home In special education class	Extended time More breaks during testing Extending testing sessions over several days

Guidelines about accommodations typically are developed to accompany standardized tests. Accommodations made in the day-to-day classroom testing of students with disabilities generally are left to the teacher's discretion. Those guidelines that do exist for classroom testing accommodations are most likely to be defined in the higher education system. For example, Casey (1987) made the following recommendations about testing and accommodations for postsecondary students with disabilities: (a) use indicators other than testing (e.g., letters from previous teachers), (b) "standardized" methods for test administration should be developed for each disability category, (c) let students with disabilities try a college course to see whether it is appropriate, (d) increase collaboration between K-12 and postsecondary institutions to ease transition, (e) increase the use of advisory groups to review modifications of procedures, accommodations, or newly developed tests, and (f) increase public awareness of accommodations made so people will know they are available. These recommendations were based on an analysis of current practices in community colleges in California.

There does not currently exist a set of guidelines about acceptable accommodations that is based on comprehensive empirical research. This is because we do not have a comprehensive set of research on testing accommodations. At a more basic level, there is a need for a good review of what we currently know about testing accommodations and adaptations. This report was written to meet this need. It is a summary of the existing literature on testing accommodations, adaptations, and modifications. We have organized the literature into four topic areas: (a) policy and legal considerations, (b) technical concerns, (c) minimum competency and certification or licensure testing efforts, and (d) existing standards. In addition, we have included information on current accommodations allowed in state assessment systems. It is evident from the literature review and state policies that there has been relatively little empirical research on testing accommodations for students with disabilities, and that there currently exists little consistency in assessment policy. There are some very specific concerns that are voiced repeatedly and with considerable force. We summarize these in the concluding section of this report.

Policy and Legal Considerations

Policy regarding testing students with disabilities has been shaped by both constitutional and statutory law. In the constitution the 14th amendment typically is cited as relevant to assessment (Driscoll, 1985; Fenton, 1980; Phillips, 1992). Statutory laws of particular relevance are Section 504 of the Rehabilitation Act of 1973, the Education for All Handicapped Children Act (PL 94-142) and its successor, the Individuals with Disabilities Education Act (PL 101-476), and the Americans with Disabilities Act (ADA; PL 101-336) (Driscoll, 1985; Phillips, 1992; Willingham, 1988).

The 14th amendment to the constitution, specifically the due process and equal protection clauses, plays a fundamental role in policy regarding students with disabilities and testing. It sets forth two constitutional rights: (a) guarantee of equal protection of the law which, in the domain of education, translates into a guarantee of equal educational opportunity (it guarantees equal opportunity, not equal outcomes), and (b) due process when state action may adversely affect an individual. Phillips (1992) reported that in order to "trigger the due process protections of the fourteenth amendment in civil litigation, a government entity must deprive a person of a property or liberty interest. Federal courts have held that a high school diploma is a protected property interest subject to fourteenth amendment due process requirements" (p. 3). Both of these provisions have been embodied in Public Law 94-142, the Education for All Handicapped Children Act, and are elaborated on by this legislation and its regulations (Fenton, 1980).

Section 504 of the Vocational Rehabilitation Act (1973) was an early impetus for the development of testing modifications. It states:

> No otherwise qualified handicapped individual in the United States. . . shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

It provides regulations facilitating the implementation of its intent. Section 84.42(b)(3) states that an institution receiving federal funds:

> shall assure that: admissions tests are selected and administered so as best to ensure that, when a test is administered to an applicant who has a handicap that impairs sensory, manual, or speaking skills the test results accurately reflect the applicant's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the applicant's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

Thus, Section 504 regulations mandate that admissions tests for people with disabilities must be validated and reflect the applicant's aptitude and achievement rather than any disabilities extraneous to what is being measured. Another key provision of Section 504, Section 84.42(b)(4) is a prohibition against prior inquiry into an applicant's disability status by any institution receiving federal funds.

Arising out of concerns about equal opportunity and accessibility for students with disabilities, PL 94-142 mandated that all children with disabilities receive a free, appropriate public education. It also mandated that (a) the rights of children with disabilities and their parents be protected by due process, (b) the federal government assist individual states in providing special education services by giving some financial assistance, and (c) the effectiveness of special education programs be monitored (Suran & Rizzo, 1983). The assessment focus in PL 94-142 is the requirement that testing and evaluation be nondiscriminatory. According to Suran and Rizzo:

> The tests and procedures used to evaluate a child's special needs must be racially and culturally nondiscriminatory in both the way they are selected and the way they are administered, must be in the primary language or mode of communication of the child, and no one test or procedure can be used as the sole determinant of a child's education program. (p. 175)

PL 94-142, and its successor, the Individuals with Disabilities Education Act, do not address assessment other than in its relationship to evaluation for determining eligibility for services.

In 1990, the Americans With Disabilities Act (PL 101-336) was passed. It required many accommodations and adaptations to be made by businesses and agencies receiving federal funds:

> (A) making existing facilities used by employees readily accessible to and usable by individuals with disabilities; and (B). . . acquisition or modification of equipment or devices, appropriate adjustment or modifications of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities. (42 U.S.C. 12/11, Section 101[9])

The Americans with Disabilities Act (ADA) of 1990 has specific implications for the licensing/ certification/credentialing process. It requires that both the application process leading to one of the examinations, as well as the test itself, be accessible to individuals with disabilities (King & Jarrow, 1992). Even though a person may not be able to meet other requirements of the credentialing process, he or she may not be barred from attempting to pass the credentialing exam.

The agency or entity administering the test must provide auxiliary aids and/or modifications and may not charge the individual with a disability for the accommodations made (ADA, 1990). This does not mean, however, that it is prohibited from passing on the costs to all examinees.

In order to be allowed to have an accommodation during testing, a person with a disability must provide documentation of the disability. This information is to be kept confidential and may not be released to any outside entity (King & Jarrow, 1992). The accommodations that may be provided include an architecturally accessible testing site, a distraction-free space, an alternative location, test schedule variation, extended time, the use of a scribe, sign language interpreters, readers, adaptive equipment, and modifications of the test presentation and/or response format.

In much of the literature pertaining to legal issues, three cases are cited as being relevant for K-12 education: Debra P. vs Turlington, Brookhart vs Illinois State Board of Education, and Board of Education of Northport vs Ambach (Driscoll, 1985; Phillips, 1992). The legal issues pertaining to testing and students with disabilities that are raised in these cases deal with providing notice of the testing requirement an adequate amount of time before the test (time enough for adequate preparation), test-curriculum validity, equal opportunity, and due process concerns. A summary of the issues and findings for five cases is provided in Table 2.

Technical Concerns

By far the largest amount of literature related to assessment and modifications for students with disabilities deals with technical concerns. Other than efforts by the American College Testing (ACT) Program and the Educational Testing Service (ETS), however, most of this literature is not empirically based.

In order to be permitted to take the ACT assessment under nonstandard conditions, persons with disabilities must be professionally diagnosed, and proper documentation of the disability must be sent to ACT. Diagnosis and certification of the disability must be provided by a qualified professional with appropriate credentials, for instance, a physician for physical disabilities, a learning disability specialist or psychologist for learning disabilities, and so on.

Among the accommodations ACT offers are: extended time, large type, Braille, and audio cassette editions of the test, the use of a reader, assistance in filling out the answer folder, and the signing of instructions. Furthermore, individuals with disabilities are allowed to bring to the exam selected assistive devices such as a Brailler, slate and stylus, magnifying glass, or tape recorder.

The American College Testing Program produced a report on issues pertaining to participation in the ACT assessment by examinees with disabilities (Laing & Farmer, 1984). The report summarized some information gathered from ACT's records from 1978-79 through 1982-83. Five groups of examinees were considered: students without disabilities and students with disabilities who took the exam in a standard administration, and students with visual impairments, hearing impairments, or motor disabilities (identified as including physical and learning disabilities by Laing and Farmer) who took a nonstandard administration.

Predictive validity was examined using first-year college grades as the criterion measure. It was reported that predictions of first-year college GPA were about equally accurate for examinees without disabilities and examinees with disabilities, when both groups took the exam under standard testing conditions. For both, the correlation between predicted and actual first year college GPA was .59 (Maxey & Levitz, 1980 in Laing & Farmer, 1984). For examinees with visual disabilities who were tested under nonstandard conditions, the correlation between predicted and earned grades was .52; for students with motor (physical and learning) disabilities, the correlation was .39. The sample of students with auditory disabilities was too small (n=9) to draw

Table 2

Five Cases Dealing with Testing and Students with Disabilities

Case	Court	Issue	Decision
Brookhart v Illinois State Board of Education 1983	Federal Appeals Court	Diplomas were denied to eleven special education students who failed the state minimum competency test.	If a student is "otherwise qualified" but cannot show how much he or she has learned because of the test format or environment, he or she cannot be discriminated against solely on the basis of his or her handicap. If a student has been receiving special education services but cannot achieve at the level necessary to pass the minimum competency test, he or she is not denied a "free appropriate public education" (Phillips, p. 7). Reasonable accommodations must be given.
Anderson v Banks 1981	Federal District Court	Children with mental retardation were not instructed on the skills tested on a diploma sanction test in a Georgia school district.	Expanded on the definition of "otherwise qualified" in Section 504, the Federal District Court stated, "if the handicap itself prevents the individual from participation in an activity program, the individual is not "otherwise qualified." (Anderson v Banks, cited in Phillips, p. 9).
Southeastern Community College v Davis 1979	United States Supreme Court	An individual with a profound hearing impairment wanted to go to nursing school and have the clinical courses waived.	Educational institutions do not have to substantially modify their standards or programs to accommodate a person with a disability (Phillips, p. 10).
Board of Education of Northport v Ambach 1983	New York State Supreme Court	Two handicapped students who failed a graduation minimum competency test were initially denied diplomas (Driscoll, p. 97).	Handicapped students need more than two years notice of a competency test requirement. Also, people with handicaps who fail a competency test because of their handicap cannot be considered "otherwise qualified" under Section 504 (Driscoll, 1985). Students in special education must be given equal to or greater notice time than students without handicaps.

conclusions. It should be noted that the regression equations used in all of the above cases were established on data from regularly tested examinees.

The ACT patterns resemble those found by the Educational Testing Service (ETS). ETS conducted a series of studies on the comparability of standard and nonstandard versions of the Scholastic Aptitude Test (SAT) and the Graduate Record Examinations (GRE) General Test. In these studies, researchers focused on test comparability for four groups of students with disabilities, those with hearing impairments, learning disabilities, physical disabilities, and visual impairments.

Test comparability generally is analyzed to determine whether tests are fair for different subgroups, such as various ethnic groups. In the case of modified tests for students with disabilities, this issue becomes more complicated because tests and/or testing conditions deviate from standardization to some degree in order to remove sources of irrelevant difficulty. Consequently, Willingham (1988) argued that comparability in these cases must be broken down into score comparability and task comparability.

Willingham (1988) defined both of these terms. Score comparability referred to "comparable meaning and interpretation of test performance, not necessarily the same distribution of scores for different groups" (p. 13). Willingham identified five respects in which scores should be generally comparable: reliability, factor structure, item functioning, predicted performance, and admissions decisions. Task comparability was used to mean that there are equivalent cognitive demands made on different groups (e.g., those with disabilities and those without disabilities), not necessarily that the superficial characteristics of the test situation are the same. Critical questions to consider are: Is the content comparable? Do modified forms present comparable tasks? Are the accommodations appropriate? Is the timing for examinees with disabilities comparable to that for examinees without disabilities? (Willingham, 1988)

Both score comparability and task comparability can be evaluated. Score comparability can be evaluated empirically. Task comparability, on the other hand, is evaluated primarily through judgments of people with disabilities and professionals who work with them. In the ETS studies, which are reported in an entire book on the topic of testing people with disabilities (Willingham, Ragosta, Bennett, Braun, Rock, & Powers, 1988), eight specific indicators of comparability (five score comparability and three task comparability indicators) were studied:

Score Comparability

- Reliability
- Factor structure
- Differential item functioning
- Prediction of performance
- Admissions decisions

Task Comparability

- Test content
- Testing accommodations
- Test timing

A summary of the general findings for the SAT and GRE on each of these types of comparability is provided here, followed by a brief summary of the ETS recommendations related to the assessment of individuals with disabilities. It is important to note that in addition to the general findings reported here, ETS did report several specific findings related to specific accommodations for certain disabilities. Several of these findings are presented in Table 3.

Reliability. ETS researchers found that nonstandard and standard versions of both the SAT and the GRE had equivalent reliability (Bennett, Rock, & Jirele, 1987; Bennett, Rock, & Kaplan, 1985, 1988; Bennett, Rock, Kaplan, & Jirele, 1988). The nonstandard versions that they evaluated included Braille, cassette recorded, and large-type editions of the tests. There was some evidence that different sections of the SAT were not as highly correlated for students with

Table 3

Examples of Specific Findings on Accommodations from ETS Study

Disability	Accommodation	Finding
Visual Impairment	Bennett, Rock, & Kaplan[a] Large type + extended time Braille + extended time	Mean SAT scores and reliability were comparable to those of national sample
	Bennett, Rock, & Jirele[b] Large type + extended time	Mean GRE Analytical scores were above those of national sample Test completion rate was slightly higher than that of national sample
Physical Disability	Bennett, Rock, & Kaplan[a] Extended time only	Mean SAT scores and reliability were comparable to those of national sample
Learning Disability	Bennett, Rock, & Kaplan[a] Cassette tape + extended time Cassette tape + regular type + extended time Large type + extended time Extended time only	Mean SAT scores were below those of national sample Reliability was comparable to that for national sample
Hearing Impairment	Bennett, Rock, & Kaplan[a] Extended time only	Mean SAT scores below those of national sample Reliability was comparable to that for national sample

[a]Bennett, R. E., Rock, D. A., & Kaplan, B. A. (1985, November). The psychometric characteristics of the SAT for nine handicapped groups (ETS Research Report RR-85-49). Princeton, NJ: Educational Testing Service.

[b]Bennett, R. E., Rock, D. A., & Jirele, T. (1986, February) The psychometric characteristics of the GRE General Test for three handicapped groups (ETS Research Report RR-86-6). Princeton, NJ: Educational Testing Service.

disabilities as for students without disabilities (e.g., quantitative and verbal abilities sections), but in general similar correlations were found among sections for students with and without disabilities.

Factor structure. Factor structures of the standard and nonstandard examinations for the SAT were quite similar, thus supporting the assumption that the cognitive abilities assessed by nonstandard tests are comparable to those assessed by standard measures (Rock, Bennett, & Kaplan, 1987). For the GRE, a four-factor model fit better than a three-factor model. The three-factor model had particular problems in fit for students with visual impairments who were taking a large-type test and for examinees with physical disabilities who were taking a standard test administration. Specifically, the item types that made up the analytical factor did not appear to function effectively as a single factor. The researchers concluded that these results suggest that analytical scores and total scores might have different meanings for groups with and without disabilities (Rock, Bennett, & Jirele, 1988).

Differential item functioning. In general, test item difficulty was similar for individuals with and without disabilities on both the SAT and the GRE. The one exception to this appeared on the Braille version of the mathematical portion of the SAT, where a few items were more difficult for examinees taking the Braille version of the test (Bennett, Rock, & Kaplan, 1985, 1987).

Prediction of performance. Prediction of academic performance was one area where test comparability appeared to be questionable. When nonstandard test scores were used alone, they tended to be less valid predictors of academic performance than were standard test scores for examinees without disabilities. Further, the predictability of the academic performance of different subgroups of students with disabilities varied. Test scores substantially underpredicted college grades for students with hearing impairments who had enrolled in colleges that provided them with special services. In contrast, SAT scores overpredicted college performance for students with physical handicaps and learning disabilities (Braun, Ragosta, & Kaplan, 1986). It should be noted that when supplemented with grade point averages, nonstandard tests did not consistently over or underpredict academic performance for students with disabilities as a whole. Students with disabilities who had low test scores and low prior grades, however, tended to do somewhat better in college than predicted, while those with high scores on both tended to do somewhat worse than predicted.

Admissions decisions. Overall, admissions decisions for students with disabilities were comparable to decisions for students without disabilities. The effect of flagging (i.e., identifying test scores from nonstandard administrations) seemed minimal (Benderson, 1988). However, there were three subgroups of applicants with disabilities whose actual rate of admissions differed significantly from what was predicted for them. Applicants with hearing impairments were significantly more likely to be admitted; students with learning disabilities who ranked in the mid- to upper range among applicants at the college to which they applied were slightly less likely to be admitted; and, for a relatively small number of applicants with visual and physical disabilities who were applying to smaller institutions, the admissions were lower than predicted. ETS researchers hypothesized that this finding was a consequence of the higher probability that smaller institutions are less able to provide the needed resources and/or special equipment for individuals with visual and physical impairments (Willingham, 1988).

Test content. The issue of test content is related to concerns about whether students with disabilities and students without disabilities take essentially the same test. In other words, does the student's disability place different task demands on the test? Willingham (1988) identified three types of information that aid in determining task comparability:

(1) analyzing items and factors in the test through statistical methodology
(2) the opinions of students with disabilities who took the nonstandard test

(3) relative performance on different test sections

Despite the fact that many students with disabilities reported having greater difficulty with the vocabulary and amount of reading material on the test compared to the mathematical sections (as did many of the other students), they scored relatively higher on the verbal than on the mathematical sections of the SAT and GRE. This included students with learning disabilities, for whom one would expect relatively greater difficulty with reading (Willingham, 1988), but not students with hearing impairments.

Willingham (1988) concluded that while the task demands of the admissions test are more difficult for some students with disabilities than for students without disabilities, the test content overall appears to be comparable. He makes two suggestions: (a) look into the feasibility of a manual translation of the tests for students who are deaf; and (b) try to eliminate the mathematical items that are differentially difficult for students who take a Braille version of the test.

Testing accommodations. Among the test accommodations ETS offers are alternative test formats (e.g., Braille, cassette, large type), alternative ways to record answers (e.g., large-type answer sheet, typewriter), assistive personnel (e.g., readers, amanuenses), assistive devices (e.g., abacus, opticon), separate testing locations, and extra time (ETS, 1990).

Test timing. Evidence of noncomparability of tasks in the standard and nonstandard versions of the SAT and GRE was found on the test time indicator. Willingham et al. (1988) stated that examinees with disabilities were more likely to finish the tests than examinees without disabilities. They also reported that some test items near the end of the examinations were relatively easier for some groups of students with disabilities than for others. Related to this was the finding that in some instances college performance was overpredicted by test scores based on considerably extended testing time. Extended time for students with learning disabilities was identified as a particularly difficult issue. Allowing these students extra time is controversial because students are defined as having a learning disability when they exhibit low academic performance in school and lower performance on achievement tests than on ability tests.

Recommendations. ETS made several recommendations on the basis of its research on special administrations of the SAT and GRE. The recommendations primarily address the use of test scores obtained from nonstandard administrations, not the issue of whether or which accommodations are appropriate. Based on the findings of its researchers, ETS suggested that users of nonstandard scores should

> (1) use multiple criteria to predict academic performance of disabled students, (2) give less weight to traditional predictors and more consideration to the student's background and nonscholastic achievements, (3) avoid score composites, (4) avoid the erroneous belief that nonstandard scores are systematically either inflated or deflated, and (5) where feasible and appropriate, report scores in the same manner as those obtained from standard administrations. (ETS, 1990, Executive Summary)

These recommendations were based on findings similar to those found for the ACT (Laing & Farmer, 1984). In both the ETS and the ACT research, nonstandard testing of students with disabilities resulted in lower correlations between test scores and first-year college GPA. Similarly, both tests tended to overpredict grades for students with physical handicaps and learning disabilities.

In 1991, ETS initiated an effort to examine the possibilities and problems of another testing accommodation -- the use of computer-based testing. The possibilities for adaptations are wide ranging when computer technology is explored, including, for example, videodisc systems that

display written text simultaneously with an inset of a person translating the text into sign language, voice synthesizers that simulate speech for individuals who are blind, and movement controls that allow a person with difficulty speaking and limited hand movement to both enter text and respond to text presented on the monitor. ETS found that the challenge of testing goes beyond the mere taking of the test: "every aspect of the testing process, from registration to score reporting, may present impediments to people with disabilities" (ETS, 1992, p. 7).

Researchers at ETS see the possiblity of addressing many of the issues facing testing programs through the use of computer-based testing, and suggest that computer-based tests can be designed "from the outset in ways that do not present barriers for individuals with disabilities" (p. 7). In line with this view, ETS introduced a computerized GRE in October 1992, and has started working on a computerized version of the SAT. Despite these advances, many questions still exist about the use of computerized testing in general. For example, the National Center for Fair & Open Testing recently produced a "fact sheet" that highlights some of the questions surrounding computerized testing (FairTest, 1993). Noting that "the new tests are being ushered in before adequate evidence of either their comparability to current exams or their fairness have been collected," FairTest highlights the following as just some of the unresolved problems of computerized testing:

- Inadequate support exists for claims that scores of computerized and pencil-and-paper tests are equivalent.
- Computerized tests constrain users because they cannot underline, scratch out eliminated choices, or scan materials in the same way they can with paper and pencil tests.
- Computer screens may take longer to read, and it may be more difficult to detect errors on computer screens.

Minimum Competency and Certification/Licensure Testing Efforts

Minimum competency tests are used to measure whether a student has attained mastery of skills and competencies to which the student has been exposed. Certification and licensure tests are used to determine whether an individual has the needed skills and knowledge to assume a professional role. These types of tests are different from tests such as the ACT, SAT, and GRE, which are used primarily to provide information to post-secondary institutions about an applicant's likelihood of academic success.

Minimum competency tests sometimes are used to determine whether a student is promoted to the next grade. Sometimes they are used to decide whether a student has attained enough mastery to be awarded a high school diploma. Disagreements exist, in general, about what minimum competency tests should contain and about what constitutes mastery. These issues become even more complex when students with disabilities are considered. Yet, they are important to consider because minimum competency tests play a significant role in our educational system. In 1985, the number of states still mandating statewide use of minimum competency tests was 33 (Office of Technology Assessment, 1987). More recent information presented to the Secretary's Commission on Achieving Necessary Skills (Pelavin, 1991) indicates that the number of states currently mandating statewide tests to determine whether a student graduates from high school or is promoted to the next grade is closer to 20. Recent trends toward state-level outcomes-based education models is likely to increase once again the number of states who use statewide testing in a high stakes manner (DeStefano & Metzer, 1991). And, in addition to statewide tests, an untold number of school districts employ some type of minimum competency test program in determining who is promoted from one grade to another, who receives remedial instruction, and who graduates.

Fundamental questions that arise when considering minimum competency testing relate to (a) whether students with disabilities are included (and what decisions are made on the basis of their test performance), and (b) the test accommodations or modifications that are allowed for students with disabilities (and their effects if used). Unfortunately, most of what is written about minimum competency testing does not cite empirical research. Most of the research has been surveys of existing practice.

The issue of whether students with disabilities are included in minimum competency testing programs is discussed here only in relationship to the testing accommodation and modification issue. In many cases, eligibility decisions are made on other bases (such as amount of time in mainstream classrooms, type of disability). These types of eligibility decisions are discussed in other places (e.g., McGrew et al., 1992). Of interest here are those decisions that are based on required accommodations and modifications.

Recognizing the heterogeneous composition of students with disabilities and the variable instructional goals and curriculum, Ewing and Smith (1981) recommended that students with disabilities be thought of as falling into two groups, those who require modifications of the learning/testing environments, and those who require modifications in instructional goals and curriculum. For the first group of students with disabilities, the same competency test and proficiency standards could be used as are used for students without disabilities. However, modified assessment procedures might be needed. For students with disabilities who fall in the second group, there are generally different instructional goals identified, often with a focus on lower levels of skill development. This results in discrepancies between these students' educational programs and the level of item difficulty on minimum competency tests. Ewing and Smith (1981) suggested that in some of these cases, the standard minimum competency test could be used, but with a different proficiency standard identified for individual students with disabilities, depending on their instructional goals. For students in the second group with severe or profound disabilities, Ewing and Smith recommended total exemption from the test requirement, noting that these students' educational programs and skill development are too different from those of students without disabilities.

Another consideration in making decisions about inclusion in minimum competency testing is the purpose of the testing program. McCarthy (1980) suggested that if the tests are used to assess mastery of instructional objectives so that appropriate remediation can be provided, students with disabilities should be included. She argued that this policy is congruent with PL 94-142's mandate that the IEP include procedures to address mastery of educational objectives. By contrast, Ewing and Smith (1981) stated that if competency tests are used for diagnostic and remedial purposes, students with disabilities should be exempt from taking the test because their IEPs should be used for this purpose, as mandated by PL 94-142. This disagreement turns, it seems, on different interpretations of the role of the IEP and the mandate of PL 94-142. Ewing and Smith (1981) and McCarthy (1980) agree that if a competency test is to be used for graduation/promotion decisions, students with disabilities should be exempt from testing, with their IEPs used instead to assess completion of educational objectives.

Using an IEP in lieu of a competency test, particularly when linked either to grade promotion or high school diploma, involves a balancing of rights. It has been argued that competency testing and IEP processes have essentially the same purpose, to increase the number of students leaving school who can cope competently with their environment (Olsen, 1980). It has also been noted that the two programs differ in their origin. Minimum competency testing arose out of society's anger at increasing costs of education and declining standardized test scores, and out of a lack of faith in the high school diploma as a certificate of competence. Minimum competency testing is an attempt to hold the school system accountable to society. By contrast, IEPs relate more to individual rights and to maximizing individual potential. If IEPs are used as

the vehicle to assess mastery of educational objectives or to make promotion or graduation decisions, the rights of the individual may prevail over the rights of society. There probably will be no provisions, however, to enforce a uniform standard of proficiency. If a standard high school diploma is issued to students with disabilities who have met their IEP goals, but have not attained "minimum competency" according to standards established for students without disabilities, the high school diploma loses its significance and representation of competence. Furthermore, students without disabilities who fail a minimum competency test could argue that students with disabilities receive unequal, preferential treatment. On the other hand, if students with disabilities are not given a diploma, they face social stigma, embarrassment, and increased likelihood of dropping out of school, and reduced job opportunities (Wolman, Bruininks, & Thurlow, 1989). Similar issues arise when different standards are set for persons with disabilities. These conflicts have been addressed in the courts (McCarthy, 1980).

Exclusion from minimal competency testing is not likely to be accepted as a policy applying to all students with disabilities, nor is it an approach that would necessarily be advocated (see Thurlow & Ysseldyke, 1992). Certainly, it is an approach that would eliminate the need to provide modified tests and testing procedures, much less to determine which modifications might be considered valid or reliable. Few states with minimum competency testing requirements take this approach.

After surveying states that had minimum competency testing requirements, Wildemuth (1983) reported that states have taken five basic approaches to accommodate the needs of students with disabilities in minimum competency testing programs:

- Excluding students with disabilities from the test requirement
- Using the student's IEP as the basis for a different graduation requirement
- Establishing different standards for acceptable performance on the test for students with disabilities
- Modifying the testing procedures for students with disabilities
- Making no modifications for students with disabilities

The specific testing procedure modifications reported by Wildemuth (1983) included: (a) audiocassette or Braille versions of the test for students who were blind, (b) administration of the test in sign language for students who were deaf, (c) provision of extended time limits, (d) allowing an amanuensis (person to write for the examinee), and (e) omission of certain types of test items from the test. Wildemuth also noted that such test modifications are usually left to the discretion of the local school district. It is obvious that this latter approach (variability among districts), combined with the variety of specific provisions and general approaches raises several complicated issues.

Amos (1980) reported on the accommodations that were allowed in the late 1970s in North Carolina for students with learning disabilities. The following modifications were identified: a large-print edition, an audio-cassette edition, extended time, and allowing the student to mark in the test booklet. The IEP committee decided on the specific modifications that are allowed for an individual student. Other possible adaptations included allowing the student's IEP committee to (a) select the test items that best evaluate the student's educational objectives, (b) choose a test that best evaluates the child's mastery of basic skills, and (c) develop a comparable test that will demonstrate the outcome of the student's IEP goals or objectives. Beattie, Grise, and Algozzine (1983; see also Grise, 1980) reported that Florida offered the following modifications in the early 1980s: use of auditory aids (e.g., tape-recorded versions of appropriate parts of a test), situational modifications (e.g., flexible scheduling, flexible settings, answer recording systems), and modified versions of the state test. A complete summary and analysis of current state practices related to accommodations for all assessment programs, not just minimum competency testing, is presented in the section on Accommodations Allowed in State Assessment Systems (see page 15).

When minimum competency tests or testing procedures are modified, questions are raised about the technical adequacy (predictive, content, and construct validity; reliability) of the modified tests. For example, when the goals and objectives outlined in a student's IEP do not match those tested in the minimum competency test, there are problems in content and curriculum validity (Danielson, 1980). Furthermore, federal mandates require that tests and other evaluation materials used with students with disabilities be validated for the specific purposes for which they are used (McCarthy, 1980).

An extremely complicated and more fundamental issue when considering minimum competency tests is whether it is possible to make testing modifications that remove irrelevant sources of difficulty but still measure the same construct. It is extremely difficult to tease apart score differences that result from irrelevant sources of difficulty or differences in experiential background, and true differences on the construct the test is measuring.

The issue of test accommodations within the realm of certification or licensure tests is relatively unexplored. Only recently, with the enactment of the Americans with Disabilities Act, has the field begun to address the issue of special testing for individuals with disabilities. ETS defined its policy on certification and licensure tests within the Bulletin of Information for NTE Programs, examinations used to "provide objective measures of academic achievement for college students in teacher education programs, for college students entering or completing teacher education programs, and for advanced candidates who have received additional training in specific fields" (ETS, 1991, Introduction). Accommodations that are allowed for the certification and licensure tests include assistance of a reader, someone to record answers, additional testing time, a sign language interpreter, an individual testing room, large-print test books and answer sheets, and a Braille version of Core Battery tests. Other special options that are possible include not taking the listening portion of the test if a hearing impairment exists, or taking the listening test by using a printed script or a videotape that presents that test in American Sign Language. In the Bulletin, it is also suggested that the applicant contact the requiring agencies to request a waiver of the NTE requirement.

In the Bulletin, some of the potential issues surrounding the use of nonstandard admissions tests are noted:

> Since these special arrangements are conducted under varying conditions and for only a small number of individuals, the degree of comparability of the resulting scores with those achieved under standard conditions is not known. Each requiring agency will receive your scores on a score report indicating that you took the test(s) at a nonstandard administration. Final responsibility for interpreting your scores will rest with the score recipient. (p. 9)

In addition to the section on "Individuals with Disabilities," the Bulletin has a section entitled "Cancellation of Scores by ETS." This section begins with the statement, "Educational Testing Service is obligated to report scores that accurately reflect the performance of the examinees" (p. 16). While most of the section deals with test security and examinee misconduct, there are phrases that suggest that scores obtained by persons with disabilities for whom accommodations are made may be canceled. For example, it is stated that "ETS routinely reviews irregularities and test scores believed to be earned under unusual or nonstandard circumstances" (p.16). Additional investigations clearly need to be conducted on current practices in the testing of individuals for other certification, licensure, and job screening tests.

Existing Standards

In Standards for Educational and Psychological Testing, the American Psychological Association (1985) devoted an entire chapter to the topic of testing people with disabilities. Although this document explicitly stated that the development of tests and testing procedures for individuals with disabilities is encouraged, it goes on to stress that "all relevant individual standards given elsewhere in this document are fully applicable to the testing applications considered in this chapter" (p. 77). The implications of this are evident in Standard 6.2, which states:

> When a test user makes a substantial change in test format, mode of administration, instructions, language, or content, the user should revalidate the use of the test for the changed conditions or have a rationale supporting the claims that additional validation is not necessary or possible. (p. 41)

It is in the Standards document that the issue of flagging test scores is discussed. The Standards document includes the statement that "many test developers have argued that reporting scores from nonstandard test administrations without special identification (often called "flagging" of test scores) violates professional principles, misleads test users, and perhaps even harms handicapped test takers whose scores do not accurately reflect their abilities" (p. 78). People with disabilities, however, consider "flagged" test scores, which identify them as having a disability, as depriving them of the opportunity to compete equally with test takers who do not have disabilities. This issue is likely to be considered critical for some time, for no evidence exists that test scores achieved in a nonstandard administration of a test are comparable to those obtained during a standard test administration. The demonstration of this appears to be what measurement professionals require.

Recently, Division 15 of the American Psychological Association (Division of Evaluation, Measurement, and Statistics, 1992) drafted a report on the psychometric and assessment issues raised by the Americans with Disabilities Act. First, the question of whether scores can be equated across the modified and nonmodified tests is posed. Second, it is asked whether scores on the modified and nonmodified tests have the same meaning in terms of what they measure and the extent to which they measure it. Put simply, do the modified and standardized test scores predict the same kinds of behavior and do they predict it equally well? Third, the Division 15 APA document questions whether scores on modified tests should be flagged so that those using the test scores will know that a test modification was made. These are many of the same issues that arose in relation to minimum competency testing. The authors of the draft paper conclude that while the research base on these issues is not sufficient to draw definitive conclusions, it is appropriate to argue that tests modified for persons with disabilities cannot be equated to the standardized versions of the same test. The reasoning was as follows: If the two groups whose scores are being equated are not equivalent (which presumably they are not since there has not been random selection and it is reasonable to think that students with disabilities would have different educational histories than those who do not have disabilities) and they take different versions of a test, observed differences are confounded. Are the differences due to different populations of test takers or differing test versions? The Division 15 APA document does not propose possible solutions to the issues raised, but rather concludes that accommodations and test modifications probably just are not worth the effort.

Accommodations Allowed in State Assessment Systems

Statewide assessment systems, which exist in 49 of the 50 states and other educational entities, reflect a range of approaches to both the inclusion of students with disabilities in assessments, and the nature of accommodations and modifications that are allowed. It is useful to examine the array of approaches that currently are being implemented because these approaches

may provide guidelines as to what is considered both appropriate and reasonable for assessments of individuals with disabilities.

Inextricably linked with testing accommodations and modifications that are allowed are the states' policies regarding the inclusion of students with disabilities in statewide assessments. Therefore, we examine in this section both the policies of eligibility for participation in statewide assessments and the nature of current accommodations and modifications that are allowed by states.

In Table 4 we present a summary of the eligibility criteria used by states. The formal written policies for these criteria are presented in Appendix A. It is obvious from Table 4 that many different decision rules are used to determine whether a student is included in a state assessment. Furthermore, a state may have different rules for norm-referenced and criterion-referenced tests. In making decisions about which students with special needs to include or exclude from testing, states typically consider criteria based on disability category, degree of impairment, percentage of time the student is mainstreamed, or percentage of time the student is receiving special services. Frequently, they consider more than one of the above variables. Some states look at more fine-grained variables, such as specific courses for which the student is mainstreamed (e.g., reading or math versus music or art). Sometimes consideration is given to whether the student's instructional objectives match those measured by the test. And, frequently the opinion of the parent or guardian is factored into the decision about inclusion in large-scale assessments.

The inclusion/exclusion issue merges with the accommodation issue in that some states consider whether a test can be adapted for a student with special needs and still maintain its validity. If this appears to be impossible or unfeasible, the student may be excluded from testing. As one state indicated in its written guidelines, "Exclusion should be considered as the most extreme modification of the assessment."

In Table 5 we present a summary of the accommodations that are allowed by states, according to written guidelines. The formal written policies for these are presented in Appendix B. It is obvious from Table 5 that there is tremendous variance in the number and types of accommodations allowed in the 21 states with written guidelines. At least one state (and probably the only state) is not included in this table even though it includes all students with disabilities in its state assessments. Kentucky is fully inclusive (with 2% of its students in an alternative portfolio assessment system), yet does not allow any modifications in testing.

In those states with written guidelines on modifications, the most common types of modifications were to allow alternate presentations, such as Braille versions of a test, oral reading of questions, and so on. The area of alternate presentations, however, was also the one for which the greatest numbers of modifications were prohibited. Specific prohibitions were made for the use of oral reading, video, or signed presentations in 8 of the states reviewed, but 13 of the states did not have this strict prohibition. In general, states allow students to receive questions orally or signed if the questions are not designed to test reading ability. New York and Ohio were the only states of those reviewed here that did not make a distinction between the appropriateness of reading or signing certain test items. Georgia and Tennessee do not allow any questions to be presented orally or signed to their examinees. Few states (only five) allow the interpretation of directions. Yet, Georgia is the only state that specifically prohibits interpretations of directions within its written guidelines. The use of calculators and slide rules during exams is another type of alternate presentation that appears to be controversial. Most states do not identify this possible accommodation, but Maine and Virginia allow calculators to aid students during standardized exams if the student normally uses such aids during instruction. Florida and Texas, on the other hand, specifically prohibit this accommodation. For both of these states, calculator or slide rule use is viewed as likely to invalidate the test.

Table 4

Variables Included in Eligibility Criteria Used by States

	Appropriate Accommoda -tions	Course/% Mainstreamed	Curricular Validity	Grade Level	IEP	Parent/ Guardian	Receiving Special Ed Services/% Time	Specific Handicap/ Severity of Disability	Student Unable to Participate Meaningfully in Testing	Test Situations Adversely Affect Student	Test will Yield a Valid and Reliable Measure of Student's Performance
AL	X				X						X
AK					X						
AZ		X				X		X			
AR		X					X				
CT			X							X	X
DE		X		X	X					X	
FL					X		X	X			
GA								X			
HI							X	X			
ID		X				X					
IN		X									
LA				X							
ME	X										X
MD			X								
MA						X					
MI		X			X	X	X				
MO					X						
MT							X				
NJ			X		X					X	
NM	X										X
NC					X	X		X			
SC					X						
SD									X		
VA			X			X					
WA									X		X
WV					X						
WI	X	X	X								
UT		X							X		

Table 5

Accommodations Allowed by States

	ALTERNATE PRESENTATION				ALTERNATE RESPONSE						ALTERNATE SETTING				ALTERNATE SCHEDULING/TIME			OTHER		
	Oral reading or signing directions	Braille	Large print	Interpret directions	Computer/ typewriter	Oral response	Sign language	Point to response	Mark answer book	Assistance, interpretation	Small group	Individually (self instruction) or Carroll	At home	In special education class	More time	More breaks	More breaks within one day	Acc based on approval of appointed committee	Acc based on classroom activities	Acc based on IEP
AL		X	X		X	X			X		X	X	X	X			X	X		
AR	X	X	X	X	X	X		X	X	X	X	X			X	X				X
CT		X	X		X					X		X			X	X		X		
DE											X	X			O	X				
FL		X	X		X				X	X	X	X				X				
GA		X	X	O	X														X	
HI		X	X												X					
IN																			X	X
LA	X	X	X		X					X	X	X		X	X					X
ME		X	X		X	X		X	X	X	X	X	X	X			X	X	X	X
MD	X															O	X	X		X
MA	X	X	X		X			X	X		X	X		X			X			X
MO																				X
NJ	X	X	X	X	X	X	X	X	X		X	X		X	X	X				X
NY	X	X	X	X							X				X	X	X			
NC		X														X				X
OH		X	X							X					X					
TN	X	X	X	X						X	X	X			O	X				
TX	X	X	X	X	X							X								X
VA						X					X	X		X						X
WI	X	X			X	X				X	X	X		X	X	X	X			

X = Allowed in a written document
O - Directly prohibited in a written document

The use of alternate settings for assessment was also relatively frequent within the states reviewed here. Furthermore, none of the states specifically prohibited these types of modifications in testing. The use of alternate scheduling or timing approaches was somewhat less frequent, and also had some states specifically prohibiting them. The provision of more time, while specifically allowed by 8 of the 21 states, also was specifically prohibited by two of the states (Delaware and Tennessee). The allowance of more breaks during testing was allowed by 9 states, but specifically prohibited by Maryland.

Among the most infrequently identified accommodations was using partial exclusion of some subtests. This was identified as an allowable accommodation in both Maine and Massachusetts. Another thought-provoking accommodation (see Georgia) is the use of out-of-level testing (defined as using a test designed for a lower grade level than the one in which the student is placed).

Several states refer to decision-making bodies within their guidelines. For example, four states (Alabama, Connecticut, Maine, and Maryland) indicate that any accommodations that are used must be based on approval of an appointed committee. Three states (Georgia, Indiana, and Maine) indicate that accommodations must be based on accommodations allowed during classroom activities. By far the most frequent decision-making influence included in the written guidelines is the IEP committee. The IEP committee was identified by 11 states.

Conclusions

Currently, there is great variability in the accommodations enterprise. States issue reports on student performance. But it is difficult to make valid comparisons among states because of a lack of uniformity regarding the inclusion or exclusion of students with disabilities. Moreover, even when states include students with disabilities in their state assessment programs, there is uniformity neither in the testing accommodations offered nor in the decision process to determine eligibility for accommodations. Some states separate or identify scores that are achieved under nonstandard administrations while others do not.

On a national level, too, questions about acceptable accommodations of tests abound. How should eligibility for accommodations be determined? What modifications should be allowed? Should scores achieved under nonstandard conditions be flagged? How explicit should the description of nonstandard conditions be? At best, what currently exists is a lot of confusion and widespread variation in practice.

One of the results of the confusion and variation in practice is questions about what data and test scores mean. These questions plague all parts of the assessment and decision making process. Questions begin when decisions are made to include or exclude certain students from the assessment process. The decision to exclude students from testing to boost scores (particularly when the practice is differentiated from one place to another) is a practice that has been identified as a "highly unethical" approach that produces test score pollution (Haladyna, Nolen, & Haas, 1991). Distinguishing this form of exclusion from others (e.g., exclusion to reduce stress to the student) is tricky at best.

Additional questions arise when decisions need to be made about the accommodations that will be allowed and provided, and eligibility for these accommodations. Questions continue to arise as test results are obtained. Do scores from accommodated tests have the same meaning as those from standard administrations? If there are differences in performance levels between groups, are these due to actual differences in the construct being measured or are they artifacts of modified testing procedures? For example, if a test purporting to measure reading comprehension is read aloud to a student who is blind, does the resulting score actually represent the student's reading comprehension ability or does it become a measure of listening comprehension? If it does

become the latter, is that acceptable? An even less extreme adaptation, such as reformatting written text for students with learning disabilities so that sentences are not "broken" (i.e., continued from one line to another), raises issues about the construct validity of the resulting test score.

Answers to these questions are needed even more when data are used to make life decisions. What implications do assessment data have for performance in natural environments? For example, if, with limited time, a person with a disability can obtain an equivalent performance on a test to that of a person without disabilities, does this mean that an employer could expect equal job performance from the two employees?

The task confronting us now is to attempt to develop a comprehensive set of guidelines that state and national agencies can use in decision making. These guidelines need to address:

(1) Inclusion/exclusion criteria

(2) How and when to modify tests or testing procedures

(3) How to report scores and summarize data (e.g., should scores obtained under nonstandard conditions be flagged in some way?)

Without some agreement about these guidelines, we can expect one or more of the following scenarios. First, we will continue to have confusion over policies, scores, and interpretation of data. This confusion will not end until practices are more consistent. Second, the trend toward modifying tests and testing procedures may be carried to absurdity. Test developers and administrators may come up with a multitude of modified versions of a test in an attempt to accommodate every individual need. At the extreme, no two people would get the same test. Third, requests for accommodations will get out of hand. In North Carolina, for example, when anyone who wanted a test accommodation could ask for one, they received several thousand requests when they had expected fewer than 100. Not only will the numbers of requests become overwhelming, but the nature of the requests may become absurd. One licensing organization (real estate) recently described one of the extreme requests it had received. A person with a certified fear of heights and water requested that the certification exam be administered on the first floor of a building located in a part of town that did not require the examinee to cross any bridges! Beyond these scenarios is the inevitable increase in litigation. Already the courts have been forced to become the arbiters of policy on test accommodations. This raises the question of how appropriate or desirable it is for people who are not experts on issues of testing or disabilities to shape policy about them.

As it stands, it is likely that advocacy groups and assessment/measurement personnel will continue to do battle, a battle neither side can win. Parents of students with disabilities want their children included in testing for purposes of accountability. At the same time, however, they do not want their children included in taking tests that are going to be painful for them. What we must do is to develop a set of guidelines that will be fair to persons with disabilities while still maintaining a reasonable degree of integrity of tests and the interpretations drawn from them. This requires a delicate balancing of individual and societal rights.

References

American Psyhchological Association (1985). Standards for educational and psychological testing. Washington, DC: Author.

Amos, K. M. (1980). Competency testing: Will the LD student be included? Exceptional Children, 47(3), 194-197

Beattie, S., Grise, P., & Algozzine, B. (1983). Effects of test modifications on the minimum competency performance of learning disabled students. Learning Disability Quarterly, 6 (1), 71-77.

Braun, H., Ragosta, M., & Kaplan, B. (1986, November). The predictive validity of the GRE General Test for disabled students (ETS Research Report 86-42). Princeton, NJ: Educational Testing Service.

Benderson, A. (Ed.) (1988) Testing, equality, and handicapped people. Focus (ETS Publication; Princeton, NJ), 21 (23 pp).

Bennett, R. E., Rock, D. H., & Jirele, T. (1987). GRE score level, test completion, and reliability for visually impaired, physically handicapped, and nonhandicapped groups. The Journal of Special Education, 21 (3), 9-21.

Bennett, R. E., Rock, D. A., & Jirele, T. (1986, February). The psychometric characteristics of the GRE General Test for three handicapped groups (ETS Research Report RR-86-6). Princeton, NJ: Educational Testing Service.

Bennett, R. E., Rock, D. A., & Kaplan, B. A. (1985, November). The psychometric characteristics of the SAT for nine handicapped groups (ETS Research Report RR-85-49). Princeton, NJ: Educational Testing Service.

Bennett, R. E., Rock, D. A., & Kaplan, B. A. (1987). SAT differential item performance for nine handicapped groups. Journal of Educational Measurement, 24(1), 44-55.

Bennett, R. E., Rock, D. A., & Kaplan, B. A. (1988). Level reliability and speededness of SAT scores for nine handicapped groups. Special Services in the Schools, 4(3/4), 37-54.

Bennett, R. E., Rock, D. A., Kaplan, B. A., & Jirele (1988). Psychometric characteristics. In W. W. Willingham, M. Ragosta, R. E. Bennet, H. Braun, D. A. Rock, & D. E. Powers (Eds.) Testing handicapped people (pp. 83-97). Boston: Allyn & Bacon.

Braun, H., Ragosta, M., & Kaplan, B. (1986, October). The predictive validity of the scholastic aptitude test for disabled students (ETS Research Report RR-86-38). Princeton, NJ: College Entrance Examination Board, Educational Testing Service, Graduate Record Examinations Board.

Casey, E. (1987). Accommodating testing to disabled students. In D. Bray & M. J. Belcher (Eds.). New directions for community colleges, No. 59. Issues in Student Assessment. San Francisco: Jossey-Bass.

Danielson, L. C. (1980). Educational goals and competency testing for the handicapped. In R. M. Jaeger & C. K. Tittle (Eds.), Minimum competency achievement testing: Motives, models measures, and consequences (pp. 201-204). Berkeley, CA: McCutchan.

DeStefano, L., & Metzer, D. (1991). High stakes testing and students with handicaps: An analysis of issues and policies. In R. E. Stake (Ed.), Advances in program evaluation (Vol. 1A). Greenwich, CT:: JAI Press.

Division of Evaluation, Measurement, and Statistics. (1992). Statement of the American Psychological Association Division of Evaluation, Measurement, and Statistics on psychometric and assessment issues raised by the Americans with Disabilities Act (ADA). Unpublished draft.

Driscoll, N. B. (1985). Minimum competency testing of the handicapped: A review of legal challenges. Special Services in the Schools, 2(1), 95-101.

ETS. (1990). Testing persons with disabilities: A report for ETS programs and their constituents. Princeton, NJ: Educational Testing Service.

ETS. (1991). NTE programs: 1991-92 bulletin of information. Princeton, NJ: Educational Testing Service.

ETS. (1992). ETS conference examines the technology of computer-based testing for people with disabilities. ETS Developments.

Ewing, N. J., & Smith, J. E. (1981). Minimum competency testing and the handicapped. Exceptional Children, 47(7), 523-524.

FairTest. (1993). Computerized testing: More questions than answers. Cambridge, MA: National Center for Fair & Open Testing.

Fenton, K. S. (1980). Competency testing and the handicapped: Some legal concerns for school administrators. In R. M. Jaeger & C. K. Tittle (Eds.), Minimum competency achievement testing: Motives, models, measures, and consequences (pp. 182-188). Berkeley, CA: McCutchan.

Grise, P. J. (1980). Florida's minimum competency testing program for handicapped students. Exceptional Children, 47(3), 186-191.

Haladyna, T. M., Nolen, S. B., & Haas, N. S. (1991). Raising standardized achievement test scores and the origins of test score pollution. Educational Researcher, 20 (5), 2-7.

King, W. L., & Jarrow, J. E. (1992). Testing accommodations for persons with disabilities: A guide for licensure, certification, and credentialing. Columbus, OH: Association on Higher Education and Disability (AHEAD).

Laing, J., & Farmer, M. (1984). Use of the ACT assessment by examinees with disabilities (Research Report No. 84). Iowa City, IA: American College Testing Program (ACT).

Maxey, E. J., & Levitz, R. S. (1980, April). ACT services for the handicapped. Paper presented at the meeting of the American Association of Collegiate Registrars and Admissions Officers, New Orleans, LA.

McCarthy, M. M. (1980). Minimum competency testing and handicapped students. Exceptional Children, 47(3), 166-173.

McGrew, K. S., Thurlow, M. L., Shriner, J. G., & Spiegel, A. N. (1992). Inclusion of students with disabilities in national and state data collection programs (Technical Report 2). Minneapolis, MN: National Center on Educational Outcomes, University of Minnesota.

Morrisey, P. (1980). Adaptive testing: How and when should handicapped students be accommodated in competency testing programs? In R. M.. Jaeger C. K. title (Eds.), Minimum competency achievement testing: Motives, models, and consequences. (pp. 205-210). Berkeley, CA: McCutchan

NASDSE. (1988). NAEP testing for state comparisons: Issues related to inclusion of handicapped students (Executive Summary). Washington, DC: Author.

Office of Technology Assessment. (1987). State educational testing practices. (Unpublished background paper of the Science, Education, and Transportation Program). Washington, DC: Author.

Office of Technology Assessment. (1992). Testing in American schools: Asking the right questions. Washington, DC: Author.

Olsen, K. (1980). Minimum competency testing and the IEP process. Exceptional Children, 47(3), 176-183.

Pelavin Associates, Inc. (1991). Statewide testing programs. Unpublished document presented to the Secretary's Commission on Achieving Necessary Skills. (Address: 2030 M Street, NW, Washington, DC 20036)

Phillips, S. E. (1992). Testing condition accommodations for handicapped students. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Rock, Bennett, & Jirele (1988). Factor structure of the Graduate Record Examinations general test in handicapped and nonhandicapped groups. Journal of Applied Psychology, 73(3), 383-392.

Rock, Bennett, & Kaplan (1987). Internal construct validity of a college admissions test across handicapped and nonhandicapped groups. Educational and Psychological Measurement, 47, 193-205.

Safer, N. (1980). Implications of minimum competency standards and testing for handicapped students. Exceptional Children, 46, 288-290.

Serow, R. C., & O'Brien, K. O. (1983). Performance of handicapped students in a competency testing program. The Journal of Special Education, 17(2), 149-155.

Smith, J. D., & Jenkins, D. S. (1980). Minimum competency testing and handicapped students. Exceptional Children, 46(6), 440-443.

Suran, B. G., & Rizzo, J. V. (1983). Special children: An integrative approach. Glenview, Illinois: Scott, Foresman & Co.

Thurlow, M. L., & Ysseldyke, J. E. (1992, November). Can "all" ever really mean "all" in defining and assessing student outcomes? Paper presented at the annual meeting of the American Evaluation Association, Seattle.

Vocational Rehabilitation Act, Public Law 93-112, Section 504, 1973, U.S. Congress.

Wildemuth, B. M. (1983). Minimum competency testing and the handicapped. Princeton, NJ: ERIC Clearinghouse on Tests, Measurement, and Evaluation.

Willingham, W. W. (1988). Introduction. In W. W. Willingham, M. Ragosta, R. E. Bennett, H. Braun, D. A. Rock, & D. E. Powers (Eds.), Testing handicapped people. Boston: Allyn & Bacon.

Willingham, W. W., Ragosta, M, Bennett, R. E., Braun, H., Rock, D. A., & Powers, D. E. (Eds.). (1988). Testing handicapped people. Boston: Allyn & Bacon.

Wolman, C., Bruininks, R. H., & Thurlow, M. L. (1989). Dropouts and dropout programs: Implications for special education. Remedial and Special Education, 10(5), 6-20.

Appendices

Appendix A

States' Written Guidelines on Inclusion/Exclusion Criteria

ALABAMA — **From "Regulations: Accommodations for Exceptional Students" P 11**

BASIC COMPETENCY EDUCATION REGULATIONS FOR EXCEPTIONAL STUDENTS

"1. All exceptional students must have the opportunity to participate in the existing Alabama Basic Competency Education (BCE) testing programs as well as to earn the necessary Carnegie units to meet high school graduation requirements as listed in the brochure, High School Graduation Requirements.

2. In administering the Basic Competency Tests (BCT:) and the Alabama High School Graduation Exam (AHSGE) appropriate accommodations will be made to ensure that each exceptional student receives individual consideration of his or her handicap without changing the nature, content, or integrity of the test.

3. All decisions regarding Basic Competency Tests (BCT) must be made on an individual basis and will be justified and documented in the IEP.

4. If the Individualized Education Program (IEP) committee determines from all available data, including but not limited to assessment data and teacher evaluations, that the education program for the student should not include instruction in the competencies listed in the Minimum Standards and Competencies (Reading, Language, Mathematics) for Alabama Schools, 1982 Edition, then the student should not be required to take the AHSGE. This decision must be reviewed on an annual basis or more often as required, and such exemptions must be documented fully in the student's IEP. Nothing contained herein should be understood as suggesting that a student should not have the opportunity to attempt the test.

5. Exceptional students who participate in the BCE program must be given practice in taking tests similar in format and content to the BCT and AHSGE prior to participation in any part of the program.

6. For an exceptional student who will participate in the BCE testing program, the IEP committee must decide whether any special test accommodations must be made. None or any number of the accommodations listed in the State Department of Education Regulations and Accommodations for Exceptional Students (BCE/Sp. Ed. F_1) may be appropriate; this should be determined on an individual basis by the IEP committee.

7. Exceptional students who do not take or fail to pass the AHSGE must be treated the same as regular students. It will be the responsibility of the LEA to notify students and parents of the consequences of not taking or of failing the test.

8. Exceptional students must have the same opportunity for remediation as regular students. All remediation efforts will be documented in the IEP.

9. Implementation of the administrative requirements of these regulations shall be accomplished according to a schedule adopted and approved by the State Superintendent of Education."

ALASKA — **From "Instructions for Completing I.E.P. Form" Page 6**

"If it is the judgement of the IEP team that the child cannot participate in the statewide achievement testing program this should be noted on the IEP."

ARIZONA **From "Article 3. Achievement Testing (15-744) P 3**

A. A pupil is exempt from the testing requirement prescribed by this article if the pupil is at least one of the following:
   1. Trainable mentally handicapped, educable mentally handicapped, visually handicapped, hearing handicapped, multiple handicapped or seriously emotionally handicapped.
   2. Not required to attend regular classes in a school as provided in this title.
   3. Learning disabled and the pupil's individual educational plan states that parts or all of the testing requirement prescribed by this article would be detrimental to the pupil.
   4. Pupils in classes which are designated as post kindergarten and pre-first grade level.

D. At the request of a pupil's parent or guardian, the governing board of a school district shall administer any test required by this article to pupils exempted from the testing requirement pursuant to this section.

ARKANSAS **From "Special Education Regulations for Competency Based Education Act" Pp 1, 3**

Any student who has been identified as handicapped pursuant to PL 94-142 and Act 102 of 1973, as amended, and is receiving special education services is not required to take the Minimum Performance Tests. Decisions about the nature and extent of participation of handicapped students should be made at the district level on an individual basis.

SELECTION OF EXCEPTIONAL STUDENTS FOR NORM-REFERENCED TESTING
Metropolitan Achievement Tests, Sixth Edition

Since the MAT6 norming population included special education students who were able to take the tests under standardized conditions, all students in grades 4, 7 and 10 should be included in the testing except those for whom this type of test is clearly inappropriate. The Department of Education has provided the following guidelines for testing exceptional students.

THE IEP COMMITTEE MUST ANSWER THESE QUESTIONS ON AN INDIVIDUAL BASIS FOR EACH EXCEPTIONAL STUDENT IN THE SCHOOL SYSTEM.

____ 1. Does the student receive instruction in the regular classroom setting in reading, language arts, mathematics, science, and social studies, or any combination thereof, for at least 50% of the school day?
____ 2. Does the student normally take classroom tests in the regular classroom setting without special accommodations?
____ 3. Can the student physically adhere to standardized administration procedures and time limits?

Any exceptional students for whom ALL the above questions are answered in the affirmative will be tested on the entire norm-referenced test. No partial testing will be allowed as was the case in previous years.

BEST COPY AVAILABLE

CONNECTICUT **From "Guidelines for the Exemption of SPED Students from the Connecticut Mastery Test" P 2**

The decision to exempt a student from the [Connecticut Mastery Test] is the exclusive prerogative of the PPT responsible for the educational planning for each special education student . . . . It is not the intent of these guidelines to pre-empt or constrain the PPT in this decision making process, but rather to offer a framework in which to consider exemption decisions.

III. Guidelines for the Exemption of Special Education students from the Connecticut Mastery Test

A. Exemption of special education students from the CMT should be based on careful consideration of the following questions as they relate to each individual child:

1. Does the student receive any instruction on the curriculum objectives being assessed by the CMT at grades 4, 6, or 8?
   a) The student's Individual Education Plan (IEP) should contain academic goals and objectives that are consistent with the competencies being assessed by the CMT (see Appendix A, page 7). It is not recommended that a student be exempted simply because some IEP and test objectives do not match. Instead, an exemption should be based upon the complete or nearly complete lack of congruence of these objectives.
2. Will the student's performance on the CMT yield an accurate and reliable measure of the student's academic achievement without undue interference from the student's educational disability?
   a) The student demonstrates serious emotional maladjustment or physical handicaps to such a degree that participation in the mastery test would yield uninterpretable results.
   b) There is evidence that formal test situations, even with modifications, create a dysfunctional emotional state which impairs the student's performance.
   c) There is evidence that even with the extended time allowances discussed in Section VI, testing with the CMT would not yield a valid assessment of the student's ability.

If the answers to questions 1 and 2 above are yes, then the student should participate in one of the CMT test options available for special education students . . . . If, after examining test specifications, . . . , modifications, and alternative test options allowable for the CMT, the PPT decides that the total CMT or sections of the CMT would not be appropriate for a given student, the student should be exempted from those sections of the CMT that are not appropriate.

DELAWARE **From "Delaware Educational Assessment Program" P 91**

All mainstreamed special education students shall be tested. The inclusion of other special education students in statewide testing is encouraged, but shall be at the discretion of their IEP teams.

The exclusion of a mainstreamed, special education student from the statewide testing program shall be determined by the IEP team. Reasons for exclusion from testing are listed below:

1. Students who show a severe emotional or physical over-reaction to the testing situation or who are known to react adversely to testing situations; . . . 3. Students with moderate to severe learning disabilities or social/emotional maladjustment; and 4. Students who have physical handicaps which prevent them from using paper and pencil or from hearing the test administration instructions.

BEST COPY AVAILABLE

DELAWARE **From "Delaware Educational Assessment Program" P 91**
(continued)

Each handicapped student participating in the statewide testing program shall be tested at his/her grade level. There shall be no out-of-level testing for use in the statewide data collection system. In addition, each special education student tested in the statewide program shall test without modifications, such as assistance in recording answers, a revised format, the use of auditory aids, etc. Districts may conduct modified testing for local use, but this data shall not be included in the statewide data collection. Districts which desire such modifications should request technical assistance from the SEA.

FLORIDA **From "Assessment Procedures March 1991" P 2-3**

Students classified in certain exceptional categories who have active IEPs are exempt from testing. Parents who wish to have such students meet the requirements for a regular high school diploma rather than a diploma for exceptional students may opt to have their children participate in high school graduation testing. Districts may also choose to have excluded exceptional students participate in statewide assessment programs. Excluded exceptional categories and permissible test administration modifications for such students are explained in the attachment.

Scores for excluded exceptional students are excluded from school and district totals. However, scores are reported to parents and at class, school, and district levels. Scores for exceptional categories are summarized by the Department.

Who Will Be Tested

1. ....
4. Visually impaired students will take the test in special format: large print or braille.

Who May Be Exempted from Testing

There will be some students, however, who may be exempted from testing:

1. ....
2. Students who have a temporary physical disability (e.g., broken arm) or temporary emotional problem (e.g., recent death in the family) and who cannot be available March 4-March 15 for regular or makeup testing
3. Full- or part-time exceptional students who have been classified, according to State Board Rule 6A-6.331, as:
   a. Educable Mentally Handicapped
   b. Trainable Mentally Handicapped
   c. Hearing Impaired
   d. Specific Learning Disabled
   e. Emotionally Handicapped
   f. Profoundly Handicapped
   g. Physically Impaired, whose ability to communicate orally or in writing is seriously impaired

Exceptional students, classified as one of the seven exceptionalities listed above, should be encouraged to take the regular Statewide Assessment tests if they participate **12 hours or less per week** in an exceptional student education program. If they participate **more than 12 hours per week** in such a program, they should take the regular tests only if a parent or guardian requests that they do so.

BEST COPY AVAILABLE

FLORIDA (continued)	From "Assessment Procedures March 1991" P 2-3

Note that a 1983 amendment to State Board Rule 6A-6.331 requires an exceptional student to have an individual educational plan (IEP) currently in effect before the student is eligible for exemption from testing. ("Currently" means less than 12 months old.) Without an active IEP, a student is NOT eligible for exemption from testing, or for coding as an exceptional student. Please be aware that exemption from testing does not mean that a student is exempt from passing the HSCT (formerly SSAT-II) before receiving a Standard Diploma. **Students are NOT eligible for a Standard Diploma unless they pass the HSCT.**

GEORGIA	From "Student Assessment Handbook, 1988" P 1-3

The decision to exclude certain categories of handicapped students from the testing program would serve to discriminate against individual handicapped students who might otherwise be entitled to a regular high school diploma at graduation. However, the nature or severity of an individual's handicapping condition may require exclusion from the testing program.

HAWAII	From "Statewide Testing Program Regulations" P 1

The principal shall carry out the statewide testing program as prescribed and scheduled, exempting only those students who fall into one or more of three categories:

a. Those who are physically handicapped in such a way that the tests cannot be completed in the manner in which they are administered to other students, or where comparable modifications are not available; . . . .
c. Those who have been identified as special education students who are enrolled full-time in special education classes and are working toward a certificate rather than a diploma.

IDAHO	From "Test Coordinator's Guide" P 2

The following students should be tested . . . . 3. Special needs students in grades 6, 8 and 11 if they are enrolled, for at least half the instructional day in academic basic skills instruction in the test content areas of Reading, Spelling, English, Mathematics, Science and Social Studies. In addition, it is suggested that the school and parents agree through the child study team process that it is in the best interest of the student.

INDIANA	From "Participation of Handicapped Students in Indiana Statewide Testing for Educational Progress (ISTEP)" A handout from the Indiana Department of Education memorandum P 1

An identified handicapped student attending an Indiana public school, and who is fully mainstreamed in mathematics and English/language arts programs, is required to participate in the ISTEP. These students also would be subject to remediation, retesting, or retention on the same basis as any other non-handicapped student participating in ISTEP.

BEST COPY AVAILABLE

LOUISIANA	"The IEP Handbook" P 24 Sect. 33.a

Complete for students in the Specially Designed Regular Instruction program (SDRI) ONLY. Decisions regarding which statewide tests will be administered, what grade level, and what test modifications are needed must be indicated. A student in a regular classroom should take the appropriate test which corresponds to the grade level in which he/she is enrolled. For a student in a self-contained classroom, the IEP Committee must determine which test the student will take, using the following eligibility criteria:

Grade 3 Criterion-Referenced Test

Self-Contained Classroom: Student is in a SDRI program. Student's IEP reflects that third grade level skills are being addressed. Student is 8, 9, 10 or 11 years of age.

Grade 4 Criterion-Referenced Test

Self-Contained Classroom: Student is in a SDRI program. Student's IEP reflects that fourth grade level skills are being addressed. Student is 9, 10, 11 or 12 years of age.

Grade 5 Criterion-Referenced Test

Self-Contained Classroom: Student is in a SDRI program. Student's IEP reflects that fifth grade level skills are being addressed. Student is 10, 11, 12, or 13 years of age.

Grade 6 Criterion-Referenced Test

Self-Contained Classroom: Student is in a SDRI program. Student's IEP reflects that sixth grade level skills are being addressed. Student is 11, 12, 13 or 14 years of age.

Grade 7 Criterion-Referenced Test

Self-Contained Classroom: Student is in a SDRI program. Student's IEP reflects that seventh grade level skills are being addressed. Student is 12, 13, 14 or 15 years of age.

Grade 9 Criterion-Referenced Test

Self-Contained Classroom: Student is in a SDRI program. Student's IEP reflects that ninth grade level skills are being addressed. Student is 14, 15, 16 or 17 years of age.

Grade 10 Criterion-Referenced Test

Self-Contained Classroom: Student is in a SDRI program. Student's IEP reflects that tenth grade level skills are being addressed. Student is 15, 16, 17, 18, 19, 20 or 21 years of age.

Grade 11 Criterion-Referenced Test

Self-Contained Classroom: Student is in a SDRI program. Student's IEP reflects that eleventh grade level skills are being addressed. Student is 16, 17, 18, 19, 20 or 21 years of age.

MAINE	From "Policies and Procedures for Modifications and Exclusion 1990-1991" P 2

There will be occasions when it will be necessary to exclude a student from sections of the assessment or the assessment as a whole. Since it is clearly the intent of the legislation to involve as many students as possible in the assessment, exclusion of a student should only be made in those sections that are inappropriate for the student. These decisions should only be made after fully exploring the various types of modifications available. Exclusion should only be considered if the assessment tool will not yield a valid indication of how a student is functioning in a given content area. For example, a student who is reading two years below level should take the Reading section because the scores will give a fair representation of that student's current level of functioning in that area.

BEST COPY AVAILABLE

MAINE (continued)	From "Policies and Procedures for Modifications and Exclusion 1990-1991" P 2

If, after examining all of the possible modifications available, it is the decision of the local school that the assessment or sections of it would be inappropriate for a given student, he/she may be excluded. Some examples of students who might be considered for exclusion are:

a) students with severe to profound challenges . . .

c) students with traumatic brain injuries

Exclusion should be considered as the most extreme modification of the assessment. Since it is clear that the intent of the legislation is to include as many students as possible, exclusion should only be considered as the last resort. Over the first five years of the MEA, an average of 95% of the students at the grade levels tested have completed the total test battery.

The procedures for exclusion are the same as they are for modification, except that in addition, the local school will be required to submit documentation to the Department of Education regarding the numbers of students excluded and the reasons for those exclusions on a case by case basis on the "Roster of Exclusions and Modification".

MARYLAND	From Memorandum: "Exemption procedures for students with disabilities" Pp 1, 5

In general, a student with a disability may be exempted from testing if his/her instructional program outcomes are not those being assessed in the MSPAP (Maryland School Performance Assessment Program) Test.

MASSACHUSETTS	From "Chapter 188: Policy and Regulations for the Massachusetts Testing Program" Pp 12, 13

30.05 Eligible and Ineligible Students

2. Each public school district shall administer the Program instruments to all currently enrolled students receiving special education who are at the grade(s) at which the program is to be administered, provided that:
   a. nothing in this section shall limit the absolute right of the parent of a child enrolled in a special education program to waive any or all of the portions of the Program.
   b. the parent of such a student is notified in writing at least thirty (30) days before any Program instruments are administered that these may be waived. This notification may be part of the evaluation team (TEAM) process in accordance with M.G.L. c. 71B and the Chapter 766 Regulations, 603 CMR 28.00.
   c. if the parent wishes to have any or all of the provisions of the Massachusetts Testing Program waived for his/her child, this decision shall be submitted in writing. Such a waiver may be included as part of the student's individual educational plan (IEP) and the parent's signature on the IEP shall constitute acceptance or rejection of the student's participation in the testing program. If the recommendation is made by the TEAM to exempt the student from any or all portions of the Program, such recommendation shall be based on the student's special education needs.
   d. if the local school district imposes any consequences upon a student who is exempted from any or all portions of the Program, the parent must be notified of such consequences thirty (30) days prior to the administration of any Program instruments.

BEST COPY AVAILABLE

MICHIGAN	From "Michigan Educational Assessment Program (MEAP) Assessment Administration Manual" P 6

A student may be excluded from taking the MEAP tests only in three very specific instances:

1. The student has been found eligible for special education through an IEP, receives special education services prior to the first day of testing, and receives 49% or less of her/his reading/English instruction per week through general education instruction. This may include students in all special education categories who are too physically, mentally, or emotionally impaired to manage a testing situation.
   Note: Mathematics and other content area instruction are <u>not</u> considered in this exclusion criteria.

3. The student's parent/guardian request that their child be excused from MEAP testing. Following the initial request, the parent/guardian should complete the following three-step procedure:
   a. Make and keep an appointment to review the test in question at the school. The review may include reading the test in whole or in part. However, the reviewer will not be permitted to:
      - remove the test from the school,
      - reproduce the test (in whole or in part), or
      - copy any of the test questions
   b. If, upon completion of the review, the request is withdrawn, a record should be kept by the school for documentation and the case closed . . . .
   c. The form must be completed and forwarded to the school principal to document the objection and request . . . .

School Coordinators are responsible for completing an Excluded Students Report for each grade level tested in the school. Each student who is purposefully excluded (non-English speaking or special education) from MEAP testing; and each student who is eligible for testing, but not tested because of parent/guardian request, student refusal, absent, or other reasons must be reported on the Excluded Students Report.

1990 large print and 1989 Braille editions of the reading, mathematics and science tests are available from the Library of Michigan Services for the Blind and Physically Handicapped. If these testing materials are needed, they should be ordered before September 17.

MISSOURI	From "Missouri Mastery and Achievement Test: Examiner's Manual and Directions, Grades 2-10" P 6

Exemptions and Special Test Administrations and Scoring
Special Education Students: Methods for evaluating the progress of a special education student should be described in the student's Individualized Education Program (IEP). When appropriate, the IEP should include a specific statement regarding the student's participation in group standardized testing. The Department of Elementary and Secondary Education has made the following provisions for using the MMAT with special education students:

1. Exemptions: If the student's IEP states that the student should not participate in group standardized testing, or specifically, should not take the MMAT, that student should be exempted from testing.

BEST COPY AVAILABLE

MONTANA	From "Assessment: General Information" P 1 10.56.101

(6) Full time special education students shall not be required to participate in the norm-referenced testing program. Those students receiving only special education instruction in any of those tested academic areas shall not be required to participate in that section of the test for which they receive exclusive special education instruction.

NEW JERSEY	From "Special Education High School Graduation Requirements" P 12

27. Q. **When is the decision made to exempt a pupil from the HSPT?**
    A. The decision to exempt an educationally handicapped pupil from the HSPT must be made and reflected in his/her IEP at the time of its development which must occur prior to the administration of the test.

29. Q. **What are the criteria for determining an exemption from the HSPT?**
    A. The criteria for exempting an educationally handicapped pupil shall be that:
    - the pupil would be adversely affected by taking the test, or
    - the pupil's IEP does not include the proficiencies measured by the HSPT.

31. Q. **May an educationally handicapped pupil be exempted from one or more parts of the HSPT?**
    A. Yes. The decision to exempt a pupil from one or more parts of the test would be based on whether the IEP included the proficiencies measured by the reading, writing and mathematics sections of the HSPT.

NEW MEXICO	From "Memorandum re: Reporting students exempted from state wide testing" from: "Educational Standards for New Mexico Schools" Pp 1, 2

According to the following Educational Standards for New Mexico Schools, August 1990, special education students may be exempted or receive modifications in administration for the High School Competency Examination:

A.4.3.1.k Special education student [sic] shall be considered by the Educational Appraisal and Review Committee for participation in the New Mexico High School Competency Examination (Education Standard A.9.1.3.a). The committee shall make recommendations regarding:

(1) Participation or exemption from participation in the examination.
(2) Modification in administration of the examination, provided such modification does not change the meaning of the test score. If modifications are recommended, prior approval of the State Superintendent is required.

A.9.1.3.a Participation of special education students in the statewide testing program shall be determined by the Educational Appraisal and Review Committee of the local education agency. (Educational Standards B.2.10.2.g. and A.4.3.1.k.)

These exemptions must be documented and records of exemptions must be kept on file in the district for possible review by the State Department of Education.

BEST COPY AVAILABLE

The specific exclusion policies as well as the consequences and implications for a student's exclusion from testing, vary according to the testing program. Exclusions from the Annual, Minimum Skills Diagnostic, Competency, and End-of-Course Testing Programs are presented below.

Annual Testing Program

Students classified as Mentally Handicapped (Trainable Mentally Handicapped and Severely/ Profoundly Handicapped) are exempted from the Annual Testing Program (ATP). Other exceptional students with handicapping conditions that make group or individual testing impossible are exempted on a case by case basis. Exceptional students who are assigned to non-graded instructional programs are tested with the State Board of Education approved norm-referenced test which is administered to regular students whose chronological age most closely matches that of the special education students. Educable Mentally Handicapped (EMH) students are tested at their grade placement level unless the following applies:

1. EMH student with a grade placement of grade 8 whose average functional level is equal to or below a standardized achievement test total battery grade equivalent score of 2.7 as documented in their IEP;
2. EMH student with a grade placement of grade 6 whose average functional level is equal to or below a standardized achievement test total battery grade equivalent score of 2.4 as documented in their IEP;
3. EMH student with a grade placement of grade 3 whose average functional level is equal to or below a standardized achievement test total battery grade equivalent score of 1.3 as documented in their IEP.

These EMH students will be exempted from the Annual Testing Program provided written approval, which affirms that sufficient documentation exists for exemption, is granted by the Administrative Placement Committee.

Exclusion from the Annual Testing Program will result in the absence of reports from the California Achievement Tests (CAT) and the N.C. Science and N.C. Social Studies Tests. In the absence of CAT results, the burden of proof that grade 3, 6, and 8 students have met the norm-referenced portion of the state standard for promotion is the responsibility of the local school administrative unit. This determination can be made on the basis of previous test scores or other supporting information as recorded in the student's cumulative record and/or IEP.

3. The recommendation of the School-Based Committee to exempt an exceptional student from taking any of the statewide tests shall be approved by the Administrative Placement Committee. FORM #1 . . . . is a sample which local school systems may use for such requests. This form or its equivalent should be attached to the student's IEP. Notification of the recommendation shall be in writing to the parent, guardian or surrogate parent with a full explanation for the recommendation;
4. Competency Testing Only
   If the parent, guardian, surrogate parent or exceptional student (18 years of age or older) chooses exemption from the Competency Tests, the request shall be in writing to the Superintendent of the local school system (member of Administrative Placement Committee) and shall state that the consequences of the decision have been fully explained and are understood. The request for exemption shall be signed by the parent, guardian, surrogate parent or exceptional student (18 or older) and shall become a part of the student's permanent record. FORM #2 . . . . is a sample which local school systems may use for such requests;

BEST COPY AVAILABLE

NORTH CAROLINA (continued)	From "Guidelines for testing exceptional students" P 2

5. Competency Testing Only
   If a student (18 years or older), parent, guardian, or surrogate parent makes the decision to be excluded from Competency Testing, the local school system must notify the student, parent, guardian, or surrogate parent in writing of the opportunity to reverse the decision before each test administration date, as long as the student is enrolled. It is recommended that students who exit with a certificate be informed of the right to retake the tests during an exit interview;
6. For accounting purposes, the local school administrative unit's Director for Exceptional Students shall maintain all documents relative to exclusions. These documents shall be available for inspection by the Division for Exceptional Children and Research and Testing Services personnel for a period of one year, or in the case of Competency materials, until the student graduates or reaches the age of 21. (Documents that are required to be included with the IEP or cumulative records are permanent).

NORTH DAKOTA	"Special Populations Form" P 1

Students who have an Individual Educational Plan (IEP) will follow their IEP as to whether or not to take the CTBS/4 and the TCS. We encourage as many students as possible to take the tests.

If a student's IEP does not address norm-referenced standardized achievement and ability tests, then the following guidelines will apply:

1. If the student is mainstreamed in 50% or more of the core courses being tested, the student should be tested. The student's test results are to be included in class, grade, district, and state averages.
2. If the student is mainstreamed in less than 50% of the core courses, the student may or may not be tested depending on the student's IEP. If the student is tested, the student's test results are not to be included in class, grade, district, and state averages.
3. If a student who has an IEP does not take all sections of the test, or if the student takes the test under other than standard testing procedures, the student's test results should not be included in the class, grade, district, and state averages.
4. If your school has a question on the guidelines, please contact either.

SOUTH CAROLINA	From "South Carolina Basic Skills Assessment Program" P 4

The BSAP Tests were administered April 23 through April 27, 1990, to students in Grades 1, 2, 3, 6, and 8 and at the exit level to students in Grades 10, 11, and 12. The statewide results in this report incorporate data for students in 91 school districts in South Carolina and in Palmetto Unified, Youth Services, John De La Howe, Felton Lab, Wil Lou Gray Opportunity School and the School for the Deaf and Blind. Administrative guidelines for testing handicapped students were developed with the assistance of a committee of specialists in the area of educating handicapped students. Based on these guidelines several modifications in test format and administration were provided for handicapped students. Unless their Individual Education Plans (IEP's), as required by Public Law 94-142, indicated that the BSAP testing would be inappropriate, handicapped students were tested and are included in the results reported at the state, district, and school levels. Please note that for purposes of discussion in this document a change in scores across years will be described as an increase or decrease only if the change is 1.0 or more percentage points. State results are discussed in three sections.

BEST COPY AVAILABLE

SOUTH DAKOTA	From "South Dakota Coordinator's Handbook Grades 4•8•11" P 12, 13

Exempt Students
It is most desirable that the same student population that was included in the national Stanford 8 norming sample in 1988 be included in the administration of the Stanford 8 this spring in South Dakota.

The only students in Grades 4, 8, and 11 that are exempt from testing in South Dakota are:

A. Those students who, on an individual basis, are determined by local school officials to be unable to test under prescribed standardized group testing conditions as outlined in the Directions for Administering. This exemption rule applies particularly to Special Education students.

Decisions about the nature and extent of participation of students who cannot test under the conditions listed above should be made at the district level on an individual basis. These decisions should not be made unilaterally. Special Education staff, regular classroom teachers, and building administrators should be involved in this decision-making process.

When students are exempted from the tests on an individual basis, the school testing coordinator should notify the parents in writing about the exemption and list the exempted student(s) by name and grade and specify the reason(s) for not administering the test. This data should be maintained in district files along with annual testing data.

NOTE: Special Education students who are administered the Stanford 8/OLSAT must take it under the same standardized group testing conditions as all other students. Their answer documents must then be returned for scoring along with all other answer documents of that grade level. Answer documents of Special Education students must not be separated in any way from the others, nor in any way be identified as being different. There will be no separation of Special Education students' scores in reporting results.

UTAH	From "Criteria for Excluding Students from the Statewide Testing Program" P 1

Any student who is capable of participating in the testing program should definitely be included in the test administration procedure.

Some of the students in your school may be formally classified as having Limited English Proficiency (L.E.P.) or may be functioning under an Individual Education Plan (I.E.P.). It is possible that some fraction of these students may be incapable of participating meaningfully in the testing program. The principal, in consultation with staff who are knowledgeable about the LEP/IEP students, may exclude such students for one or more of the criteria specified below:

Criterion 2: A student for whom a formal Individual Education Plan (IEP) has been prepared may be excluded from testing if the student is mainstreamed less than 50% of the time in academic subjects and is judged incapable of participating meaningfully in the assessment.

Criterion 3: The school principal in consultation with staff has determined that, due to an extremely unusual circumstance, a specific student is incapable of participating meaningfully in the testing program.

When there is doubt, the student should be included in the testing program.

BEST COPY AVAILABLE

VIRGINIA	From "Guidelines for Testing Students with Handicapping Conditions in the Literacy Testing Program" Pp 1-2, 10-11

Federal regulations under the Rehabilitation Act of 1973, Section 504, and state regulations contained in Sections 51.01-40 of the Virginians with Disabilities Act, require that individuals with handicapping conditions be given equal opportunity to participate in and benefit from the policies and procedures customarily granted to all individuals.

A handicapping condition, by virtue of its presence and effect upon a student, does not preclude the possibility that a student can achieve the competencies required for a Literacy Passport. To exclude students with handicapping conditions from the literacy testing requirements would discriminate against those students who would be entitled to the benefits of obtaining a Literacy Passport and a regular or advanced diploma at graduation.

Therefore, students with handicapping conditions must have the opportunity to participate in the Literacy Testing Program (LTP). For each student identified under Education for All Handicapped Children's Act, P.L. 94-142, the Individual Educational Program (IEP) committee has the responsibility to determine whether he/she will take the literacy tests and which, if any, accommodations are required. If a student is identified as an otherwise qualified handicapped student under section 504 of the Rehabilitation Act of 1973 and the IEP is not the mechanism for determining the educational program, a division should identify and convene a committee of similar composition to that which acted to evaluate and determine program needs for the student. This duly convened committee has the responsibility to determine whether the student will take the literacy tests and which, if any, accommodations are required. In the event that a student with handicapping conditions does not take the literacy tests, the school division must document that the ramifications of not taking the test have been explained to and agreed to by the parent(s) and student when appropriate. (See "Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia" §3.4.B.5.f.)

DETERMINING WHETHER A STUDENT SHOULD BE EXEMPT FROM TESTING

Exemption from the Literacy Testing Program should be considered only for students whose instructional program has not and will not include the K-6 language arts and mathematics Standards of Learning Objectives on which the tests are based. If the IEP committee determines that it is not appropriate for the student to take the literacy tests, the parents and the student must understand that such an exemption would make the student ineligible for a regular or advanced diploma.

The following exemption procedures should be followed:

1. The IEP committee shall review the IEP or other management tool of each student with respect to participation in the Literacy Testing Program;
2. The decision of the IEP committee to exempt a student from taking the literacy tests shall be documented. This documentation shall be attached to or become part of the student's IEP or other management tool, and shall indicate that the consequences of the decision to exempt the student have been fully explained and understood by the parent, guardian, surrogate parent, or student (18 years of age or older), and due process rights have been explained; and
3. Once a student has been exempt from the literacy testing and as long as the student is enrolled, the IEP committee shall annually review the decision with respect to its continued appropriateness. This review shall be scheduled to occur before each test administration date. It is recommended that students who exit with a special diploma be informed of the right to retake the tests during an exit interview.

If the parent, guardian, surrogate parent or student (18 years of age or older) requests exemption from the literacy tests, an IEP committee meeting will be convened to consider the request.

BEST COPY AVAILABLE

WASHINGTON	From "Bulletin No. 18-90 Administrative Services" P 2

The above reasons notwithstanding, some students may be unable to respond appropriately in a group testing situation, resulting in an invalid estimate of their achievement. Therefore, an individual student may be excluded from testing if the student's test results would not likely be a valid estimate of his or her current achievement. Because some students may score low on the test is not, by itself, however, a sufficient reason to exclude them from testing. The professional judgment of the school staff must establish that the students are clearly unable to respond appropriately to paper and pencil, group administered tests. Students who might be excused include (1) those who are formally diagnosed as handicapped and spend all or the majority of the school day in a self-contained special education classroom...Written documentation of the reason(s) for excluding any student from testing and signed by the school principal, should be placed in the student's school file and the reason(s) should be communicated to the parents of the excluded student.

WEST VIRGINIA	From "Statewide Testing of Educational Progress" (WV-STEP) P 33 (§18-2E-2) and "Title 126 Legislative Rule. West Virginia Board of Education Chapter 18-2 Series 14 Policy 2340" Title: "Regulations for state-county testing program" P 1

An exceptional child is subject to testing under the WV-STEP program only to the extent specified in that child's individualized education program (IEP).

Special education students may be excused at the discretion of the county.

WISCONSIN	From "Guidelines on Competency Testing of Special Education Students" P 6 and "The Testing of Exceptional Educational Needs Students with the Third Grade Reading Test: Guidelines for Non-discriminatory Testing" P 2

The district curriculum and identified competencies should serve as an organizing framework for exceptional education goals and objectives. The IEP, therefore, can be developed to emphasize the competencies to be covered in instruction in addition to other individual needs of the student which are addressed. Ongoing evaluation of the IEP by the regular and exceptional education staff will serve as a frame of reference to determine if and when the student is ready to take the competency tests. Such a decision, including the type of test modification and format for administration, should be made during the IEP Committee meeting.

The decision to include or exclude any EEN child must be made on an individual, case-by-case basis. No "blanket" inclusion or exclusion of EEN students or categories of EEN is allowable. However, certain considerations make the decision more or less reasonable.

Consider the following questions or issues:

- Is a goal of the child's third grade reading program to assist the child to read materials similar to the passages on the TGRT?
- Is the child exposed to material similar to the passages on the TGRT?
- Is the child mainstreamed for reading?
- Is the child's reading level within the range of the reading levels of students in the "regular" third grade reading program?
- Is the child motivated to do well?
- Is the child motivated to appear to be like his or her non-handicapped peers?
- Are there modifications to the testing procedure that will enhance the child's ability to take the test?

To the extent that answers to the above questions are "yes" the child should be included in the TGRT. The most important criterion is the match between the child's reading program and the content of the TGRT. The more similar the programs, the more important it is to include the child in testing and the more difficult it becomes to justify exclusion.

BEST COPY AVAILABLE

Appendix B

States' Written Guidelines on Testing Accommodations

ALABAMA — From "Regulations and Accommodations for Exceptional Students" Pp 13-14

<u>Alternate Presentation</u>
- Large print
- Braille
- Magnifying equipment
- Amplification equipment
- Noise buffers
- Templates/graph paper

<u>Alternate Response</u>
- Student will mark answers in test booklets
- Students answers will be recorded by proctor or assistant
- Student will mark answers by machine

<u>Alternate Setting</u>
- Administered in a small group
- Administered in a carrel
- Administered in the special education classroom
- Administered at student's home
- Administered with student seated in front of classroom

<u>Alternate Timing/Scheduling</u>
- Administered at time of day most beneficial to student
- Administered in periods of __ minutes followed by rest breaks of __ minutes
- Administered until, in administrator's judgment, student can no longer sustain the activity due to physical disability or limited attention span

<u>Other</u>

ARKANSAS — From "Special Education Regulations for Competency Based Education Act" Pp 1-2

<u>Alternate Presentation</u>
- Allow tests to be given by a person familiar to the child
- Provide ways for the student to demonstrate his/her competencies in a practical manner (e.g., instead of asking for the "radius of a circle," ask the student to "measure from the center of the circle to the edge")

<u>Visually Impaired</u>
- Provide for the test to be given/taken in Braille and/or large print
- Secure necessary equipment (e.g., magnifying materials, electronic readers)
- Appropriate portions of the tests may be tape recorded or read by a narrator. No portion of a test designed to measure reading skills may be tested through the use of audio aids.

<u>Hearing Impaired</u>
- Have person giving instructions face the student

<u>Alternate Response</u>
- Allow the student to mark answers in a test booklet, type answers, or indicate to a proctor. The proctor will then transcribe on a machine scoreable answer sheet

BEST COPY AVAILABLE

ARKANSAS (continued)	From "Special Education Regulations for Competency Based Education Act" Pp 1-2
<u>Alternate Setting</u> • Provide a quiet testing room, with carrels when necessary, for students who are easily distracted by background noise and/or movement • Determine the place where the testing will take place according to the individual student's needs, individually or in a small group setting *<u>Hearing Impaired</u>* • Seat student near front of room	<u>Alternate Timing/Scheduling</u> • Allow for flexible scheduling by administering the test during several brief sessions • Allow adjustment of the time in which the test is to be completed
<u>Other</u> • Allow the student to wear a noise buffer over ears if needed • Handicapped students are required to accomplish the goals and objectives stated in their IEP for the current year. The district verifies student competence in the manner established for all students through the process specified on the Individual Education plan (IEP) as an accommodation because of a handicap. The district will record the student's competence on the transcript. The diploma does not indicate that it was earned in a program for the handicapped. *<u>Hearing Impaired</u>* • Determine ahead of time that the student's hearing aid is in optimal working condition • Provide an interpreter as needed	
CONNECTICUT	**From "Guidelines for the Exemption of Special Education Students From the Connecticut Mastery Test" Pp 7-8**
<u>Alternate Presentation</u> • Braille and large type versions of the CMT are available for students who are blind or visually impaired • Hearing impaired students may receive individually administered tests with the aid of a cassette recorder. If this is inadequate, the test administrator may read aloud or make arrangements for communication through the use of sign language	<u>Alternate Response</u> • Answer sheets may be enlarged or completed with assistance. However, to be scored by the computer, the original answer sheet must be completed by school personnel and returned to the scoring site in the usual manner at the end of the testing session with all other test sheets • If a student has a physical handicap or demonstrates extremely poor fine-motor control, the student may be allowed to use a word processor or typewriter to complete the writing test on a separate sheet of paper. **Please note however, that dictation to scribes cannot be used for the holistic writing section** • If necessary, students may write on the test booklet. However, these responses must be transferred to the original answer sheet by school personnel for scoring purposes and the booklet must be returned with all other booklets with the notation that it is not usable

BEST COPY AVAILABLE

CONNECTICUT (continued)	From "Guidelines for the Exemption of Special Education Students From the Connecticut Mastery Test" Pp 7-8
Alternate Setting • Please note that care must be taken NOT to disrupt any student's test performance during test administration. If a child is easily distracted, highly disruptive or in need of any of the modifications previously described, testing may be administered individually or the child may be administered the test in a carrel	Alternate Timing/Scheduling • If such factors as mental and/or physical fatigue or disruptive behavior present a problem it is acceptable to plan breaks within one sitting of the test administration or to spread out the test activities over several sittings on an individual basis • Time extensions beyond those stated in the Test Administrator's Manual may be granted to students whose handicap makes completion of the test within the prescribed time limits unreasonable. Time may be extended for as long as necessary provided the student does not suffer from fatigue
Other • **The . . . modifications are permitted for special education students. No modifications other than those described in this section are allowed unless specifically authorized in writing, in advance, by the CMT program director. . . . The student's level of competency related to test-taking is an important consideration when making modifications in CMT test administration. The PPT should review the following list of skills to consider each student's ability to:** **a) participate in a 45-70 minute testing session with a maximum of 2 sessions per day** **b) follow multiple step directions as presented by the test examiner or as read in the test booklet** **c) transfer a response choice to the corresponding item number on the answer sheet** **d) accurately shade in an answer bubble** **e) write legibly in cursive or manuscript handwriting on lined paper**	
DELAWARE	From "Delaware Educational Assessment Program (DEAP)"P 92
Alternate Presentation • . . . The test is . . . administered . . . by a familiar person or proctor	Alternate Response
Alternate Setting • Flexible settings: The test is administered in a different location and/or is administered individually or in a small group by a familiar person or proctor	Alternate Timing/Scheduling • Flexible scheduling: The test is administered in shorter sessions or at different time periods from the other students as long as the time limits for each test are adhered to and the total testing program is completed in the prescribed two-week interval
Other • Partial completion: The student takes only the section(s) of the test which are appropriate	

BEST COPY AVAILABLE

FLORIDA	From "Florida State Board Rules "P 43 [NOTE: Florida statutes use state board of education rules.]
Alternate Presentation • (d) Mechanical aids. The student may use a magnifying device, a pointer, a noncalibrated rule or template or other similar devices to assist in maintaining visual attention to the test booklet. An abacus and a braille writer may be used. **Use of electronic calculators, including talking calculators, is prohibited** • Revised format. The student may be tested by one or more of the following three (3) methods specifically developed by the Department: 1. Visual reading. The student may be tested with materials which are enlarged print or may be tested with regular print materials enlarged through mechanical or electronic means. Enlarged materials shall be provided only for students who meet the eligibility criteria for visually impaired programs specified in Rule 6A-6.03014, FAC. 2. Tactile reading. The student may be tested with materials which have been transformed to braille code or tested by using devices which permit optical to tactile transformations. Test items which have no application for the nonsighted person will be deleted from the tactile forms authorized or provided by the Department and shall be deleted from the requirements of Rules 6A-1.0941 and 6A-1.0942, FAC. 3. Auditory or sign language presentation. The test administrator may sign, provide oral interpretation or read to the student the following portions of the test: all mathematics items, all writing items, all oral reading items, and all directions. The reading items shall be read by the student using visual or tactile means.	Alternate Response • (c) Recording of answers. The student may mark answers in a test booklet, type the answers by machine, or indicate the selected answers to a test proctor. The proctor may then transcribe the student's responses onto a machine-scoreable answer sheet.
Alternate Setting • (b) Flexible settings. The student may be administered a test individually or in a small group by a proctor rather than in a classroom or auditorium setting.	Alternate Timing/Scheduling • (a) Flexible scheduling. The student may be administered a test during several brief sessions, so long as all testing is completed by the final allowed test data specified by the Commissioner.

BEST COPY AVAILABLE

FLORIDA (continued)	From "Florida State Board Rules "P 43 [NOTE: Florida statutes use state board of education rules.]

Other

- (1) The Division of Public Schools shall develop the modified test instruments require herein and provide technical assistance to school districts in the implementation of the modified test instruments and procedures. (2) Each school board shall implement appropriate modifications of the test instruments and test procedures established for issuance of a standard or special high school diploma, pursuant to Rules 6A-1.0942, 6A-1.95, and 6A-1.0995, FAC, within the limits prescribed herein. Such modifications shall include [those listed above].
- (3) The preceding modifications are authorized, when determined appropriate by the school district superintendent or designee, for any student who has been determined to be an eligible exceptional students pursuant to Rules 6A-6.0301 and 6A-6.0331, FAC, and has a current individual educational plan, or who has been determined to be a handicapped person pursuant to Rule 6A-19.001(L) FAC . . . .Satisfaction of the requirements of Rule 6A-1.0942, FAC, by any of the above modifications shall have no bearing upon the type of diploma or certificate issued to the student for completing school
- (4) In no case shall the modifications authorized herein be interpreted or construed as an authorization to provide a student with assistance in determining the answer to any test item
- (5) Upon receipt of a written request from the district school superintendent, the Commissioner may exempt an exceptional student, or one who has been determined to be a handicapped person pursuant to Rule 6A-19.001(6, FAC, from meeting specific requirements for graduation, due to extraordinary circumstances which would cause the results of the testing to not represent the student's achievement, but rather, reflect the student's impaired sensory, manual, speaking, or psychological process skills. The written request must document the specific extraordinary circumstances which prevent the student from meeting the requirements of Rules 6A-1.0942 and 6A-1.095(4), FAC.

GEORGIA	From "Student Assessment Handbook"Pp II-D8-13

Alternate Presentation

- Examples include but are not limited to:

1) Large print or Braille test materials for visually impaired students (large print mayalso be appropriate for students with other handicapping conditions.) These materials can be ordered . . . .
2) A device to transform print to a tactile form (optical-tactile transformation is used by some visually impaired to allow reading standard print.)
3) Special equipment to magnify printedmaterials
4) Special equipment to amplify sound or screen out extraneous sounds (e.g., auditory trainer, noise buffer)
5) Placemarker . . . to allow students to better maintain position or focus attention

Alternate Response

- Examples include but are not limited to:

5) . . .special paper or writing template to allow students to better maintain position or focus attention
6) Communication devices such as a language board, speech synthesizer, computer or typewriter

- Students may require modification in mode of response. Extreme care should be taken to ensure the answers coded on the student's answer sheet are an accurate representation of the student's responses. Examples of modifications in mode include

1) Allowing student to mark answers directly in test booklets. Responses then can be coded onto the student's answer sheet by the test administrator or proctor.

BEST COPY AVAIL

GEORGIA From "Student Assessment Handbook" Pp II-D8-13	
Alternate Presentation - cont • Test items may not be read or interpreted to students	Alternate Response - cont 2) Allowing student to mark answers by machine (e.g., typewriter, computer).Responses for multiple choice format tests should be coded onto the student's answer sheet. This modification should only be used for students with motor impairments. 3) Allowing student to provide a written response in Braille or on special lined paper. Answers should be coded on the student's answer sheet except for writing tests. 4) Providing the student with a scribe to mark the answer sheet upon direction from the student. Answers can be indicated in any manner, including speaking, pointing or a communication device. **This modification cannot be used for writing tests.** • Modifications specific to writing tests: Modifications should be consistent with the student's primary form of written communication and in accordance with the written recommendation of the IEP committee. **These allowances are restricted to the conditions indicated and should be used only when necessary.** 1) Students who are unable to provide a handwritten response due to a physical impairment may use a typewriter, word processor, or other communication device which results in a written product. Dictation is not allowed. Students who have composed their original responses in Braille may read those responses to a scribe. Text editing programs such as spelling or grammar checkers are not allowed. . . . Use of these devices is not appropriate for learning disabled students unless the disability involves visual-motor coordination to such an extent that handwriting is extremely laborious or illegible Students with visual impairments may use a typewriter or word processor, or may compose responses in Braille.

GEORGIA (continued)	From "Student Assessment Handbook" Pp II-D8-13
	Alternate Response - cont 2) If a student has no means of written communication sufficient to complete the writing test due to a severe physical handicap, that student can be exempted from the writing portion only of the Basic Skills Tests. An exemption for this reason does not affect that student's eligibility for a regular high school diploma.
Alternate Setting • For some students there may need to be adjustments in the physical environment for testing. These modifications include (1) testing separately from nonhandicapped students. This may be individual or small group settings. (2) testing in a different location, such as a special education classroom, a carrel or small room or, in rare cases, a home or hospital setting. (3) special accommodations (in regular or special setting) involving seating location, proximity to test administrator, lighting or acoustics. (4) testing by a different administrator (e.g., special education teacher) or with assistance from an aide, proctor or manual communication interpreter.	Alternate Timing/Scheduling • Testing must be completed within the dates allotted for the particular test by the Georgia Department of Education. • Scheduling can be adjusted in several ways, including (1) administering tests during the time of day most beneficial to the student. If there is a time when the student is better able to perform during the school day, test sessions should be scheduled accordingly. (2) scheduling tests in short sessions with breaks and/or over a period of several days. (3) allowing the test administrator to determine length of sessions and need for breaks based on observation of the student's ability to successfully sustain the activity. Additional sessions would be scheduled as needed to complete testing. (4) allowing extended time as needed to complete test sections.
Other • Handicapped students may be tested using a test designed for a lower grade level than the one in which they are placed when it is considered appropriate by the IEP committee, except for the BSTs. . . .Out-of level testing is allowed only for handicapped students and the answer sheets must be coded to indicate that the student is in a special education program for the handicapped. Results of out-of-level testing must be interpreted with extreme caution. • Student should be tested in a manner consistent with his or her instructional program	

HAWAII	From "District Accommodations Team Handbook of Procedures " P 2 and "The Hawaii State Test of Essential Competencies Student Information Booklet" P 4
Alternate Presentation • Blind or visually impaired students can request to take the braille or large print version of the HSTEC/ECCC • Hearing impaired or deaf students can request to take the videotaped sign language version of the HSTEC or have a signer accompany them to the ECCC • Other eligible handicapped students who have documented disabilities in basicreading or reading comprehension may be eligible to take the audiotaped version of the HSTEC. This version provides an aural accompaniment for the written HSTEC, except for Essential Competencies #1 and #4. • Eligible handicapped students may request modifications in format . . . to accommodate their specific disabilities	Alternate Response • Eligible handicapped students may request modifications in . . . response mode . . . to accommodate their specific disabilities
Alternate Setting • Eligible handicapped students may request modifications in . . . setting to accommodate their specific disabilities	Alternate Timing/Scheduling • Eligible handicapped students may request modifications in . . . scheduling. . . to accommodate their specific disabilities
Other • Handicapped students may request adjustments to the normal HSTEC or ECCC administration conditions. These adjustments include extended test-taking time, alternative test sites, or alternate formats, such as large print or braille, sign language videotapes, or audio cassettes.	

INDIANA	From "Participation of Handicapped Students in ISTEP" P 1
Alternate Presentation (see "Other")	Alternate Response
Alternate Setting	Alternate Timing/Scheduling (see "Other)

INDIANA (continued) — **From "Participation of Handicapped Students in ISTEP" P 1**

Other

- As one of the goals of the ISTEP is to test a student's "higher cognitive thinking in each subject area tested" . . . whatever reasonable adaptations the handicapped student requires in the classroom must be permitted for the ISTEP. These adaptations should be noted on the child's individualized educational program (I.E.P), but this is not required. The Division of Special Education encourages these adaptations be noted clearly and concisely so as to avoid confusion for those required to administer ISTEP.
- Adaptations include additional time (i.e., physically handicapped students with poor fine motor control), magnifying glasses, braille and large print. These examples are not intended to be exclusive. Decisions concerning reasonable adaptations are the province of the case conference committee. **Reasonable adaptations are those that place a child with a handicap on parity with the child's non-handicapped peers.**

LOUISIANA — **From "The IEP Handbook" P 25, section 33.b**

Alternate Presentation

- Braille
- Large Print
- Repeated Directions
- Sign Language Assistance
- Math Test Read Aloud

Alternate Response

- Answers Recorded
- Transferred Answers

Alternate Setting

- Some exceptions to standard test administration procedures may be made for special education students. If the student is assigned to a resource room, the student may take the test in the resource room administered by the resource teacher or in the regular classroom setting with the test administered by the regular classroom teacher. If the special education student is in a self-contained classroom situation, the test may be administered by the special education teacher.
- Individual/Small Group

Alternate Timing/Scheduling

- Extended time

Other

- If the student requires specific test modifications, they must be noted on the IEP. The modifications are as follows: Braille, Large Print, Answers Recorded, Repeated Directions, Sign Language Assistance, Transferred Answers, Extended Time, Math Test Read Aloud, Individual/Small Group, Other. If no modifications are needed, indicate none needed. If another modification is needed other than those listed, then specify under "Other."

MAINE	From "Policies and Procedures for Modifications and Exclusions" Pp 1, 3-4, Table A
Alternate Presentation • C. Format and/or Equipment Modifications: Tests will be administered: 1. in large print 2. in Braille 3. with student using magnifying equipment 4. with student wearing noise buffers 5. using templates 6. with student using amplification equipment (e.g., hearing aid or auditory trainer). . . • E. Modality Modifications: 1. Test will be read to student by test administrator (with the exception of the Reading Test) 2. Interpreter (Hearing Impaired) will give test directions 3. Tutor will give test directions and verify that the student understands them	**Alternate Response** • C. Format and/or Equipment Modifications: Tests will be administered: . . 7. with student using typewriter or word processor 8. with student using a calculator (only if the use of a calculator is part of the student's I.E.P.) • D. Recording Modifications: 1. Student will mark answers in test booklet instead of answer sheet 2. Student's answers will be recorded by test administrator 3. Student will mark answers by machine 4. Student's answers to Open-Ended Reading will be dictated to test administrator and rewritten on answer sheet by test administrator 5. Student will complete work for Open Ended Mathematics on separate paper and transcribed to answer sheet by test administrator **NOTE: Oral dictation of a writing sample is <u>not</u> an approved modification**
Alternate Setting • B. Setting: Tests will be administered: 1. in a small group 2. in a carrel 3. in the special education classroom 4. at the student's home 5. with the student seated in front of classroom 6. with teacher facing student 7. by student's special education teacher 8. by other school personnel known to the student 9. individually	**Alternate Timing/Scheduling** • A. Scheduling Modifications: Tests will be administered: 1. at time of day most beneficial to the student 2. in periods of __ minutes followed by rest breaks of __ minutes 3. Until, in the administrator's judgment, student can no longer sustain the activity

MAINE (continued)	From "Policies and Procedures for Modifications and Exclusions" Pp 1, 3-4, Table A

Other

- A P.E.T. meeting must be conducted for all students with an identified handicapping condition who are enrolled in a grade that will be tested as part of the MEA [Maine Educational Assessment]. The P.E.T. should examine, in light of the student's handicapping condition what modifications, if any, are necessary to meet the needs of the student during the assessment process. The P.E.T. may recommend as many of these modifications (see Table A) as necessary. **When recommending modifications, it is important to remember that these modifications should be consistent with those already being employed in the student's program.** Any modifications made for a student will be reflected in the minutes of the P.E.T. meeting, included in the IEP, and listed on the "Roster of Exclusions and Modifications".
- F. Partial Exclusions (must be reported on exclusion form)
  1. Student excluded from the Reading test
  2. Student excluded from the Math test
  3. Student excluded from the Writing test
  4. Student excluded from the Sci./S.S./Hum. tests
- Other modifications must be approved by Division of Assessment in advance
- It is the intention of the Department of Education that all modifications and exclusions of assessment be a group decision made at the local level.

MARYLAND	From "Guidelines for Exemption and Accommodations for Maryland Statewide Assessment Programs" (DRAFT, March 15, 1993) for three statewide assessment programs (Maryland Functional Testing Program, MFTP; Comprehensive Test of Basic Skills, 4th edition,CTBS/4; Maryland School Performance Assessment Program (MSPAP), "Attachment 2: Assessment and Instructional Accommodations for Students with Disabilities" Pp 4-6

Alternate Presentation

MFTP

- Large print test materials
- Braille test materials***/****
- Repetitions of directions, as needed
- Written copies of orally presented materials found in examiner's manual
- Interpretation or amplification for test directions or examiner-led activities
- Verbatim audio tape of directions (except in reading assessments)***/****

***Not applicable to CTBS/4
****Not applicable to MSPAP

Alternate Response

MFTP

- Calculator for math testing*
- Use of electronic devices (word processor, computer, augmented communicator, etc.)*

*Not allowed in CTBS/4

MARYLAND (continued)	From "Guidelines for Exemption and Accommodations for Maryland Statewide Assessment Programs" (DRAFT, March 15, 1993) for three statewide assessment programs (Maryland Functional Testing Program, MFTP; Comprehensive Test of Basic Skills, 4th edition,CTBS/4; Maryland School Performance Assessment Program (MSPAP), "Attachment 2: Assessment and Instructional Accommodations for Students with Disabilities" Pp 4-6
<u>Alternate Presentation - cont</u> *MFTP* • Verbatim audio tape of presentation of total test (except in reading tests)* • Reading of selected selections of test or vocabulary by examiner or assistant (except in reading tests)* • Verbatim reading of test to student (except in reading tests)* *Not allowed in CTBS/4	<u>Alternate Response</u>
<u>Alternate Setting</u> *MFTP* • Mainstream classroom, special seating • Mainstream classroom, adjusted grouping*** • Mainstream classroom, additional school support person (instr assistant, etc.) • Mainstream classroom, with special education staff as support • Small group setting with school support staff as examiner • Small group setting with special education teacher as examiner • Individual administration within school building*** • Individual administration outside school (home/hospital/etc.) **Not applicable to CTBS/4 ***Not applicable to MSPAP	<u>Alternate Timing/Scheduling</u> *MFTP* • Extra response - processing time*/** • Periodic breaks -- within session, no extra time • Breaks away from testing situation, without extra time in same day • Tests administered over multiple days -- with no extra time allowance overall • Test administered at best time of day for student *Not allowed in CTBS/4 **Not allowed in MSPAP

MARYLAND (continued)	From "Guidelines for Exemption and Accommodations for Maryland Statewide Assessment Programs" (DRAFT, March 15, 1993) for three statewide assessment programs (Maryland Functional Testing Program, MFTP; Comprehensive Test of Basic Skills, 4th edition,CTBS/4; Maryland School Performance Assessment Program (MSPAP), "Attachment 2: Assessment and Instructional Accommodations for Students with Disabilities" Pp 4-6

Other

Overall Operating Premises for Accommodations:

1. The goal of these accommodations is student inclusion at the least restrictive intensity of intervention
2. Accommodations are made to ensure appropriate instruction and valid assessment of a student's real achievement
3. Accommodations are designed to assist a student to move from dependence toward independence
4. Accommodations must not invalidate the assessment to which they apply
5. Accommodations listed are permitted; all listed accommodations may not be feasible or necessary. Whether an accommodation is feasible and or necessary should be determined at least two weeks prior to testing
6. Questions about appropriateness of accommodations should be addressed to the Local Accountability Coordinator

MASSACHUSETTS	From "Chapter 188 Policy and Regulations for the Massachusetts Testing Program" P 24

Alternate Presentation	Alternate Response
• Taking the test with the teacher facing the student • Having the special education teacher administer the test • Having the test administered by other school personnel known to the student • Taking a Braille edition of the test • Taking a large print edition of the test (if visually impaired) • Using a magnifying glass • Wearing noise buffers • Using a template • Using amplification equipment • Having the test read to the student (with the exception of the reading test) • Having the interpreter-tutor give the test directions and verify that the student understands them	• Recording answers in the test booklet, and having them transcribed to the answer sheet by the test administrator • Having answers recorded by the test administrator • Using a machine to record answers

MASSACHUSETTS (continued)	From "Chapter 188 Policy and Regulations for the Massachusetts Testing Program" P 24
Alternate Setting • Taking the test in a small group setting • Taking the test in a carrel • Taking the test in the special education classroom • Taking the test with the student seated in the front of the classroom • Having the test individually administered	Alternate Timing/Scheduling • Taking the test at a time of day most beneficial to the student • Taking the test in short periods followed by rest breaks
Other • Having the student excluded from one test in the battery if waived by the parent • Any other modification as determined at the TEAM meeting and written into a signed IEP	

MISSOURI	From "Missouri Mastery and Achievement Tests" Pp 6-7
Alternate Presentation	Alternate Response
Alternate Setting	Alternate Timing/Scheduling
Other • If the student's IEP describes the need for altered administration procedures for group standardized testing, that student should be tested in accordance with the guidelines given in the IEP. Students for whom administration procedures are modified must be identified in the appropriate place on the answer sheet (number 1 in the "Teacher Questions" section). **Scores for these students will not be included in building or district averages.**	

NEW JERSEY	From "Special Education High School Graduation Requirements" Pp 24-25, Appendix A
Alternate Presentation • Test Materials could include the following alternatives: 1. Large-print edition 2. Braille edition Note: **Students using the Braille test booklets will dictate their answers to the examiner. Students using the large print test booklets will mark their answers on the test booklets, and examiners will transcribe the responses to the student's Answer Folder.**	Alternate Response • Modifying test administration procedures: c. Having an examiner record the student's identifying information on his or her Answer Folder • Allowing for alternative forms of response: a. Oral response b. Signed response c. Typed response d. Pointing to a response e. Using a mechanical device **The essay portion of the writing test may <u>not</u> be dictated; the pupil may use a typewriter, word processor, or brailler.**

NEW JERSEY (continued)	From "Special Education High School Graduation Requirements" Pp 24-25, Appendix A
<u>Alternate Presentation (cont'd)</u> • Modifying test administration procedures: d. Masking portions of the test booklet to eliminate visual distracters e. Repeating, clarifying, or rewording directions f. Providing written directions on a separate sheet or transparency g. Using an examiner who is familiar with the student • **An unacceptable modification is reading math word problems and multiple choice writing** (because HSPT is a basic skills test which assesses reading across all subject areas)	<u>Alternate Response (cont'd)</u> • Modifying recording of answers: a. Using a larger diameter or modified special grip #2 pencil b. Marking portions of the Answer Folder to avoid distractions c. Masking answers in the test booklet d. Transferring answers to the Answer Folder by the examiner **Note: For the Writing Task, students may use special equipment such as a typewriter, computer as appropriate, or they may dictate their responses to an examiner. If dictation is used, the student must indicate all punctuation, and must spell all key words.**
<u>Alternate Setting</u> • Settings – Test administration may take place in any of the following settings: 1. Regular classroom 2. Special classroom 3. Resource room 4. Separate room • Modifying test administration procedures: a. Administering the test in a small group or on an individual basis b. Seating the student preferentially	<u>Alternate Timing/Scheduling</u> • Extending test time: a. Adding time as needed b. Providing frequent breaks c. Testing over a number of days • Extended test time may be granted under the following conditions: -- Starting time and date must be same as for noneducationally handicapped pupils -- Each section must be given in the same order as that presented to noneducationally handicapped pupils -- Breaks are permitted at the end of a part within a section
<u>Other</u> • Other considerations could include the following: 1. Ensure that any medication has been appropriately adjusted so it will not interfere with the student's functioning 2. Ensure that glasses are used if needed 3. Ensure that hearing aids are functioning properly 4. Ensure that source and strength of light are appropriate 5. Ensure that an appropriate sign interpreter is available for hearing-impaired students when necessary	

NEW YORK	From "Alternate Testing Techniques for Students with Handicapping Conditions" Pp 4-7
<u>Alternate Presentation</u> • Braille edition • Large print edition • Increase spacing between items • Reduce number of items per page • Increase size of answer bubble • Print reading passages with only one complete sentence per line • Arrange answer choices, for multiple choice items, in vertical format with answer bubble to right of each possible choice • Omit questions which cannot be revised, pro-rate credit • Read directions to student • Reread directions for each page of questions • Simplify language in directions • Highlight verbs in instructions for underlining • Provide additional examples • Visual magnification devices	<u>Alternate Response</u> • Use of aids: - Amanuenses - Tape recorder - Typewriter - Communication device - Word processor • Revise format: - Record answers in test booklet - Increase spacing - Increase size of answer blocks - Provide cues (arrows, stop sign)on answer forms
<u>Alternate Presentation - cont</u> • Auditory amplification devices • Auditory tape of questions • Masks or markers to maintain place • Questions read to student • Questions signed to student	
<u>Alternate Setting</u> • Administer the test individually in separate location • Administer the test to a small group in separate location • Provide special lighting • Provide adaptive or special furniture • Provide special acoustics • Administer test in location with minimal distractions	<u>Alternate Timing/Scheduling</u> • Extend the time allotted to complete the test • Administer the test in several sessions during the day • Administer the test in several sessions over several days
<u>Other</u> • **An unacceptable modification is use of a calculator**	

NORTH CAROLINA	From "Guidelines for Testing Exceptional Students" Pp 4-11
Alternate Presentation • Sign test directions • Braille • Large print • Videocassette • Audiocassette • Magnification • Read test aloud	Alternate Response • Use of typewriter or word processor • Braille writer • Crann abacus • Dictation to scribe • Answers recorded by proctor • Mark responses in test booklet
Alternate Setting • Testing in separate room • Hospital/home testing	Alternate Timing/Scheduling • Extended time • Multiple test session
Other • A testing plan for each exceptional student must be developed every school year, either early in the fall or in the spring. The Committee shall recommend to the Administrative Placement Committee, in writing, the necessary procedural modifications. (Accommodations do vary by testing program, but overall, the above accommodations are made)	

OHIO	From "Ohio's Statewide Testing Program: Rules for High School Proficiency Testing" P 9 and "Ohio's Statewide Testing Program: Achievement and Ability Testing" P 4
Alternate Presentation • Braille version • Large print version • Oral administration	Alternate Response • Use of a scribe
Alternate Setting	Alternate Timing/Scheduling • Increased time
Other • No modifications in the test content may be made • Necessary modifications to format and administration procedures ill be made to accommodate the individual needs of students. A variety of modifications could be made • Modifications in test format and/or test administration procedures may be made in accordance with guidelines provided by the national test publisher to accommodate the needs of individual students with handicapping conditions	

TENNESSEE	From "Allowable Administration Modifications for Testing" P 1

Alternate Presentation

For Tennessee Comprehensive Assessment Program (TCAP) Achievement Test

- Signing Directions. Provide signing for hearing-impaired students only on directions normally read aloud to students
- Alternative Test Editions. Administer large- print or braille tests, provide magnifying devices, or use templates to reduce the amount of visible print on a page. (Use of large-print or braille should be appropriately coded on student's answer sheet.)

For Tennessee Proficiency Test (TPT)

- Alternative Test Editions. Administer large- print or braille tests, provide magnifying devices, or use templates to reduce the amount of visible print on a page.
- Signing Directions. Provide signing for hearing-impaired students only on directions normally read aloud to students

Alternate Response

For Tennessee Comprehensive Assessment Program (TCAP) Achievement Test

- Recording Answers. Allow students to indicate answers to a Proctor who will transcribe them onto an answer sheet

For Tennessee Proficiency Test (TPT)

- Recording Answers. Allow students to mark answers directly in the test booklet (to be transcribed by school personnel onto an answer sheet), type answers by machine, or indicate answers to a Proctor who will directly transcribe them onto an answer sheet.

Alternate Setting

For Tennessee Comprehensive Assessment Program (TCAP) Achievement Test

- Flexible Setting. Have the test administered individually or in small groups

For Tennessee Proficiency Test (TPT)

- Flexible Setting. Have the test administered individually or in small groups

Alternate Timing/Scheduling

For Tennessee Comprehensive Assessment Program (TCAP) Achievement Test

- Flexible Scheduling. Administration of a single subtest is acceptable. (Adhere to specified time limits for each subtest.)

For Tennessee Proficiency Test (TPT)

- Flexible Scheduling. Administer the test in shorter sessions

Other

For Tennessee Comprehensive Assessment Program (TCAP) Achievement Test

- **Notice: Use of modifications such as reading internal test directions and test items or increase of time limits would invalidate the test results. Modifications must be limited to those listed above in order to have valid results.**

For Tennessee Proficiency Test (TPT)

- In no case should the modification(s) give the student assistance in interpreting or solving any test item.
- **Notice: No part of the TPT, including internal test directions and test items, may be read to students.** Extraordinary circumstances may justify reading portions of the test to accommodate the needs of certain students (i.e.., blind children who cannot read braille). However, permission to read or to provide a tape recording of any portion of the test must be obtained from the Director of State Testing. . . .

TEXAS	From "TAAS (Texas Assessment of Academic Skills) Testing Modifications" Pp 1-2
Alternate Presentation *For Reading, Writing, and Mathematics* • The student may place a color transparency over the test • The student may use a place marker • A student who is receiving an individual administration may read aloud as he or she works • The student may use a large-print version of the test • The test administrator may sign instructions to hearing impaired students *For Mathematics Only* • At all grade levels, the test administrator may read the mathematics test questions and answer choices aloud	**Alternate Response** *For Reading, Writing, and Mathematics* • The student may dictate answers (verbatim) to the test administrator *For Writing Only* • The student may type the written composition on a typewriter or on a computer but may not use the computer's "spell check "feature or save the document
Alternate Setting *For Reading, Writing, and Mathematics* • The student may receive an individual administration of the test	**Alternate Timing/Scheduling**

Other
• The modifications described [above] may be considered for the following students:
  • A handicapped student whose individual educational plan (IEP) specifies the modification in question
  • A student who is not in special education but has an impairment (e.g., dyslexia or a related disorder and routinely receives the modification in question in the regular classroom or through the districts dyslexia program)
• **Modifications that are prohibited**
  • The student may not receive any special reading assistance on the reading test or the writing test
  • The student may not use a calculator
  • The student may not use a slide rule
  • Other modifications that would make the test invalid are prohibited	

VIRGINIA	From "Guidelines for Testing Students With Handicapping Conditions in the Literacy Testing Program" Pp 3-9
Alternate Presentation • Accommodations in test format (e.g., Braille)	**Alternate Response** • Accommodations by use of aids (calculator, scribe, etc.)
Alternate Setting • Accommodations to test environment	**Alternate Timing/Scheduling**

VIRGINIA (continued)	From "Guidelines for Testing Students With Handicapping Conditions in the Literacy Testing Program" Pp 3-9

Other

- The inclusion of accommodations for the literacy tests in the student's program should be specified in the student's IEP or other management tool. . . . Accommodations should be chosen based on what the student normally uses during instruction. The purpose of the accommodations is to ensure, insofar as possible, that each handicapped child receives maximum individual consideration of his or her handicap without changing the nature or integrity of the test

WISCONSIN	From "The Testing of Exceptional Educational Needs Students with the Third Grade Reading Test: Guidelines for Non-Discriminatory Testing" P 3

Alternate Presentation

- Environment Modifications
  - Allow the special education teacher or aide to administer the test
- Format Modifications
  - Use enlarger for visually impaired
  - Assist the student to track the test items by pointing or placing the student's finger on the items one-by-one
  - Use sign language for directions, sample items, and items read to the students

Alternate Response

- Recording Modifications
  - Have someone record student's responses
  - use computer board, communication board, tape recorder, etc., to record responses

Alternate Setting

- Environment Modifications
  - Administer test in a small group or individual session
  - Allow student to work in a study carrel
  - Place student in the room or part of the room where he or she is most comfortable

Alternate Timing/Scheduling

- Time Modifications
  - Administer the test in shorter sessions with more breaks or rest periods
  - Space testing over three or four sessions or days
  - Administer the text at time most beneficial to student
  - Allow the student more time to complete

Other

- The modifications that are allowable do not change the test, but allow the handicapped test-takers to show their true reading ability in spite of their handicap. The [above] are examples of allowable modifications.
- Format Modifications
- Give more practice tests or examples before the actual test is administered
- The above listing is not meant to be an exhaustive list of modifications. Special education staff can be helpful in deciding or designing modifications that allow the students to demonstrate their reading ability